

# **Educational Interpreter Handbook**

Colorado Department of Education  
Exceptional Student Services  
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*This Handbook was developed by the Colorado Department of Education, Educational Interpreter Standards Task Force (2002) and revised by the Educational Interpreter Advisory (2004) as required by the Rules for the Administration of the Exceptional Children's Education Act (3.04(l)(f)).*

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# Educational Interpreter Handbook

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## Educational Interpreter

### I. COLORADO DEPARTMENT OF EDUCATION REQUIREMENTS

#### Handbook

In accordance with the Individuals with Disabilities Education Act (IDEA), local school districts and Boards of Cooperative Education Services (BOCES) in Colorado employ educational interpreters for students who are deaf and hard of hearing (D/HH). Standards for educational interpreters are defined by:

- Colorado Revised Statutes [Section 1, Title 22, Article 20-116] requiring that minimum standards for skill and knowledge of educational interpreters be implemented effective July 2000 (Appendix A);
- Exceptional Children's Education Act [ECEA 3.04(1)(f)] Rules defining minimum qualifications of educational interpreters for special education (Appendix B); and
- Colorado Educator Licensing Act (2001) added a new endorsement defining the minimum education and minimum skills and knowledge required for the *Authorization: Educational Interpreter* as well as procedures for temporary authorization when an interpreter does not meet the minimum standards (Appendix C).

#### Authorization Requirements

Every attempt must be made to hire interpreters who are authorized or eligible for authorization by the Colorado Department of Education, Educator Licensing Department. The skill and knowledge requirements for *Authorization: Educational Interpreter* are:

Area	Skill Assessment		Knowledge Assessment
		Overall Score	
<b>Sign Language Interpreter:</b>	Educational Interpreter Performance Assessment (EIPA) Sign communication options (minimum of one): <ul style="list-style-type: none"> <li>▪ American Sign Language (ASL)</li> <li>▪ Pidgin Signed English (PSE)</li> <li>▪ Manually Coded English (MCE)</li> </ul> Level options (minimum of one): <ul style="list-style-type: none"> <li>▪ Elementary</li> <li>▪ Secondary</li> </ul>	3.5 or higher	EIPA-Written Test: Passing Score
<b>Oral Interpreter:</b>	State Panel of Experts	Determined by panel	EIPA-Written Test: Passing Score
<b>Cued Speech Interpreter:</b>	State Panel of Experts	Determined by panel	EIPA-Written Test: Passing Score

Other provisions of the Authorization are:

1. An **associate degree in educational interpreting or a related education field** will be required effective July 1, 2006 by new applicants. Interpreters with valid authorizations prior to July 1, 2006 may continue employment without the degree as long as their authorization does not lapse. Examples of related fields include education or special education, speech-language pathology, developmental psychology, and communication disorders or evidence of 15 semester hours of appropriate coursework related to child development and/or education.
2. **Sixty contact hours of continuing education** are required to apply for the renewal of the *Authorization* every five years. Continuing education guidelines are contained in Appendix D.
3. CDE will monitor school districts and BOCES fully qualified and temporary authorizations through the annual December 1 count.

#### Application Process for Authorization: Educational Interpreter

Interpreters who meet the requirements for the *Authorization: Educational Interpreter* should apply by obtaining an application packet through their local school district/BOCES human resources office. If not employed by a district/BOCES, the packets may also be obtained through 1) the Colorado School for the Deaf and the Blind (CSDB), Kathie Gonzalez (kgonzalez@csdb.org), Human Resources or 2) CDE, Sheryl Muir, Exceptional Student Services (muir\_s@cde.state.co.us).

Applicants are required to submit a CDE fingerprint card to the Colorado Bureau of Investigation prior to sending CDE applications. This card is included with the application packet. Application and fingerprint fees apply. Once the application is processed and approved, the interpreter will receive an official State of Colorado authorization including interpreting area and effective dates of the five-year *Authorization*.

Interpreters who do not meet the requirements for *Authorization: Educational Interpreter* should follow the process outlined below to obtain the *Authorization: Temporary Teacher Eligibility (TTE)*. This process will allow some interpreter applicants to provide services while completing the necessary requirements.

#### Application Process for Temporary Authorization Status

Interpreters who have basic skills as defined in the table describing minimum skill requirements on page 6, but who have not met all criteria for the *Authorization: Educational Interpreter*, must apply for temporary status by obtaining the *Authorization: Temporary Teacher Eligibility (TTE)* **AND** applying for Temporary Teacher Eligibility approval status through the Grants Fiscal Management Unit at CDE. The following procedures for **BOTH** applications must be followed:

#### Step 1. Authorization: Temporary Teacher Eligibility (TTE)

- Application packets must be obtained through the local school district/BOCES human resource offices (for interpreters working for independent interpreting agencies, this packet may be obtained through CSDB, Human Resources, Kathie Gonzalez, kgonzalez@csdb.org).

- Application and fingerprint fees apply.

- Completed forms and fees are submitted to **Educator Licensing at CDE**.
- The *Authorization* is issued for one school year and can be renewed for an additional two years providing the required documentation is submitted annually to Grants Fiscal Management at CDE for the interpreter annually, prior to the beginning of the second and third years.
- The *Authorization* fee is an annual charge that must be paid each year that a temporary authorization is requested.

## Step 2. Temporary Teacher Eligibility: Educational Interpreter

- Application forms must be obtained through the local school district/BOCES special education director (for interpreters working for independent interpreting agencies, this packet may be obtained through CSDB, Human Resources, Kathie Gonzalez, kgonzalez@csdb.org).
- Completed forms and fees are submitted to **Grants Fiscal Management at CDE**.
- **TTE approval is granted for a MAXIMUM of three school years** providing evidence of a completed professional development plan is submitted for the interpreter annually, prior to the beginning of the second and third years. The professional development plan indicating evidence toward meeting the knowledge and skill standards must be signed by **BOTH** the special education director and the educational interpreter. A sample professional development plan is included in Appendix E and in the Temporary Teacher Eligibility forms and instructions.

### Required documentation for minimum skill:

System	Skill Test Minimum Score <sup>1</sup>	EIPA-Written Test <sup>2</sup>
Sign Language Interpreter: ASL	<ul style="list-style-type: none"> <li>▪ 2.5-EIPA</li> <li>▪ EIPA Pre-Hire Screen <i>pass</i></li> <li>▪ current RID or NAD III certification or higher</li> </ul>	Pass
Sign Language Interpreter: MCE	<ul style="list-style-type: none"> <li>▪ 2.5 EIPA</li> <li>▪ EIPA Pre-Hire Screen <i>pass</i></li> <li>▪ current RID or NAD III certification or higher</li> </ul>	Pass
Sign Language Interpreter: PSE	<ul style="list-style-type: none"> <li>▪ 2.5 EIPA</li> <li>▪ EIPA Pre-Hire Screen <i>pass</i></li> <li>▪ current RID or NAD III certification or higher</li> </ul>	Pass
Cued Speech Transliterator <sup>3</sup>	<ul style="list-style-type: none"> <li>▪ Determined by Panel of Experts</li> </ul>	Pass
Oral Interpreter <sup>4</sup>	<ul style="list-style-type: none"> <li>▪ Determined by Panel of Experts</li> <li>▪ current RID Oral Interpreting Certificate (OIC)</li> </ul>	Pass

<sup>1</sup> Documentation of skill level for TTE must be provided by one of the following:

- an EIPA certificate indicating an overall score of 2.5 or higher; or
- a letter from the EIPA Diagnostic Center verifying the pre-hire status meets the 2.5 minimum; or
- documentation of current certification from the Registry of Interpreters for the Deaf (RID) or the National Association of the Deaf (NAD)-Level III certification or higher.

<sup>2</sup> If the written test is not passed, interpreters have one year of temporary eligibility to pass the test.

<sup>3,4</sup> CDE will utilize a panel of experts to determine skill proficiency for cued speech transliterators and oral interpreters until an exam is approved (RID -OIC will also be accepted for oral interpreters).

## Requirements and Procedures for Temporary Status

1. Districts should make every effort to hire fully qualified interpreters each year. However, existing district/BOCES human resource policies related to the continued employment of persons who are not fully qualified should be followed.
2. If an interpreter who holds BOTH the *Authorization: Temporary Teacher Eligibility (TTE)* and Temporary Teacher Eligibility: Educational Interpreter is displaced, he/she may continue the temporary status in another district where no fully qualified interpreters are available or work as a substitute interpreter.
3. The new employing district/BOCES must then apply for the *Authorization: Temporary Teacher Eligibility (TTE)* and submit the Temporary Teacher Eligibility: Educational Interpreter forms to Grants Fiscal Management. The remaining time left on the original three year approval status will be transferred to the new employing district/BOCES, providing evidence of a completed professional development plan is submitted for the interpreter. The professional development plan must be signed by BOTH the special education director and the educational interpreter. A sample professional development plan is located in Appendix E and in the Temporary Teacher Eligibility forms and instructions packet. **TTE approval is granted for a MAXIMUM of three school years.**
4. Hardship waivers may be requested for one additional year only if an interpreter does not pass the written test within one year or the skill test within 3 years when there are no other qualified interpreters available. In such cases, the district must submit a request to Sheryl Muir, CDE consultant for students with deaf/hard of hearing disabilities, providing evidence of: 1) measures that were take to employ a fully qualified educational interpreter, 2) the interpreter's current skill/written test status, 3) a professional development plan documenting the activities of the interpreter towards meeting the minimum requirements and how the interpreter will be mentored in this process, and 4) how the student will be accommodated to assure that his/her educational program is not compromised.
5. One temporary eligibility document will cover both skill and written test components.

### Substitute Interpreters

Substitute interpreters should meet the same criteria as non-substitute interpreters by holding either the *Authorization: Educational Interpreter* or by holding the *Authorization: Temporary Teacher Eligibility (TTE)* and Temporary Teacher Eligibility: Educational Interpreter. For interpreters who are not employed as substitutes by a district or BOCES, the Colorado School for the Deaf and the Blind (CSDB) will be the "designated agency" for obtaining, completion of, and submission of both sets of forms.

### EIPA

The Educational Interpreter Performance Assessment (EIPA), the EIPA-Written Test (EIPA-WT), and the EIPA Pre-Hire Screening are part of a family of products that were developed by Brenda Schick and Kevin Williams through the EIPA Diagnostic Center at Boys Town National Research Hospital in Nebraska. The EIPA was specifically designed to assess knowledge and interpreting skills as they are applied in the classroom focusing on four primary areas: voice to sign, sign to voice, vocabulary, and overall factors. The assessment is based on an analysis of the interpreter's work sample using videotaped classroom stimulus materials. Interpreters may choose from



three sign communication options (ASL, PSE, MCE) and two developmental levels, elementary or secondary, for their assessment. Results of the EIPA are presented in a written diagnostic report which includes recommendations for skill improvement. These reports are critical to the development of the interpreters' professional growth plans.

### **EIPA Pre-Hire Process**

The *EIPA Pre-Hire Screening* offers schools a process for determining an interpreter's minimum skill level prior to employment when the full EIPA assessment is not immediately available. The *Pre-Hire*

*Screening* provides feedback to the school within 72 hours. The process uses specially designed stimulus videotapes that show real classroom settings and interviews with children/youth who are deaf or hard of hearing. The applicant's performance is recorded on videotape for the evaluation. Three ratings are offered:

1. Interpreter has skills that at least meet a minimum standard;
2. Interpreter is in a "hire with caution" zone indicating that while the interpreter has some good skills, a full EIPA is needed to determine whether minimum standards are met;
3. Hiring is not recommended because the interpreter could not meet minimum standards using a full EIPA assessment.

The Pre-Hire should only be used until a full EIPA can be taken. The EIPA Pre-Hire Screening can be requested at [patter@boystown.org](mailto:patter@boystown.org) or by calling 402-452-5059. There is a fee for this service.

### **ASK12 Educational Interpreting**

The EIPA family of assessments are administered through the ASK12 (Assessment System for K-12 Educational Interpreters), formerly the RAS-Regional Assessment System. The Colorado Department of Education contracts with this national test management system to provide assessment of educational interpreter's skills and knowledge sets using the EIPA. The EIPA is usually offered in Colorado three times per year but may be taken in any of the ASK12 partner states as well. The EIPA-WT is available on-line. Interpreters are required to pay applicable fees for these assessments. Appendix F contains information about the ASK12 and how to access the assessments. Further information, including fees, is available at the ASK12 website: <http://www.ed.arizona.edu/ask12/>.

### **Transition Process for Current CEIC and Temporary Authorization Holders**

The *Colorado Educational Interpreter Certificate* (CEIC) was issued to educational interpreters who met the CDE minimum requirements between July 1, 2000 and December 31, 2003. Letters for *Temporary Interpreter Authorization* were also provided to local school districts and BOCES for interpreters who did not meet the minimum requirements effective through June 30, 2004. The process for issuing and monitoring interpreter status relative to the interpreter standards transitioned from Colorado School for the Deaf and the Blind (CSDB) to CDE effective January 1, 2004.

#### **CEIC Holders:**

Current CEIC holders should continue employment under their CEIC until the five-year renewal is required. At that time, CEIC holders must apply to CDE for the *Authorization: Educational Interpreter*. Interpreters must submit copies (not originals) of:

1. EIPA assessment as required in the application
2. Current CEIC document
3. Evidence of 60 contact hours of continuing education (30 hours skill/30 hours knowledge) within the past five years.

The CEIC provides the evidence of meeting the knowledge requirements in place prior to the availability of the EIPA-Written Test. If an interpreter does not possess the CEIC, the EIPA-Written Test is required.

**Temporary  
Authorization  
Holders:**

Interpreters who hold letters of temporary authorization are required to submit an application through the procedures described on pages 5-6 for temporary status (*Authorization: Temporary Teacher Eligibility*, Steps 1 & 2). Interpreters with this status will be re-authorized based on:

1. The amount of time remaining within their three year period beginning when the first temporary letter was issued.
2. The district's inability to hire a fully qualified interpreter holding the *Authorization: Educational Interpreter*.
3. Documentation of interpreting skills at a minimum level of EIPA 2.5.

**Continuing  
Education  
Requirements**

A minimum of sixty contact hours of continuing education is required every five years to renew the *Authorization: Educational Interpreter*.

Thirty hours are required in each of the areas of knowledge and skill. Interpreters are responsible to maintain documentation of all of their continuing education activities (see CE Tracking Form in Appendix G). Activities should be pre-approved by CDE according to the continuing education requirements described in Appendix F. Approval for continuing education activities as well as the certificates of attendance documenting continuing education should be requested by the sponsor of the activity through the Coordinator of Educational Interpreting Services. (See link to the coordinator on the CDE website: [www.cde.state.co.us/cdesped](http://www.cde.state.co.us/cdesped) by doing a word search for educational interpreting).

**Other Hiring  
Considerations**

1. In addition to the above minimum requirements for hiring educational interpreters, it is strongly advised that each interpreter demonstrates the following:

- Associate Degree required beginning July 1, 2006 (or 60 semester hours)
- English fluency
- Interpersonal communication skills
- Ability to work as a team member
- Ability to work with children and youth.

2. Preferred additional qualifications include:

- An interpreting or related degree from an accredited institution of higher education (Associate Degree required beginning July 1, 2006)
- Additional EIPA evaluations at multiple levels, languages/systems, modalities
- Certification from RID or NAD
- Experience as an educational interpreter

- Experience working with students with additional disabilities and/or those from culturally diverse backgrounds.
4. At no time should a family member be hired to interpret for or tutor his/her own child regardless of their documented qualifications.
5. It is recommended that a team of individuals be involved in the hiring process. Members should be skilled in sign language communication and understand the roles and responsibilities of educational interpreters. Any of the following individuals may comprise the interview team.
- |  |                                  |
|--|----------------------------------|
| ▪ An individual who is deaf                    | ▪ Other educational interpreters |
| ▪ A teacher of deaf/hard of hearing students   | ▪ Special education teacher      |
| ▪ An administrator or designee                 | ▪ Regular education teacher      |
| ▪ The lead interpreter/interpreter coordinator | ▪ Outside consultant             |
|  | ▪ Parent                         |

## II. ROLES and RESPONSIBILITIES

**Handbook**

The Fact Sheet, *Interpreting Determines Educational Access* (Appendix H), identifies significant issues in educational interpreting, including those associated with accountability and interpreter roles and responsibilities. This information may be helpful when school districts develop job descriptions for educational interpreters. The following table describes typical roles and responsibilities for educational interpreters.

Interpreter	Team Member	Tutor
<ul style="list-style-type: none"> <li>▪ Facilitates all communication in the classroom</li> <li>▪ Interprets at school functions as needed (may be additional contract time for events outside of school day)</li> <li>▪ Prepares for content and message delivery</li> <li>▪ Adapts signing level to communication needs of the student</li> <li>▪ Assists students and other professionals in understanding the role of the interpreter including educational interpreter conduct guidelines</li> <li>▪ Ensures appropriate logistics (e.g., lighting, seating)</li> <li>▪ Provides clear and appropriate information for substitute interpreters</li> <li>▪ Contacts Educational Interpreter Services Coordinator to update database</li> <li>▪ Maintains record of continuing education activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides consultation regarding strategies to:               <ul style="list-style-type: none"> <li>○ Promote student independence</li> <li>○ Encourage direct communication across various interactions</li> <li>○ Interpret content and non-content areas</li> <li>○ Address discipline problems and procedures</li> <li>○ Address concerns related to a student's needs</li> <li>○ Promote student participation in classroom discussions and activities</li> </ul> </li> <li>▪ Educates others regarding the implications of hearing loss</li> <li>▪ Attends meetings or provides information to the team about concerns related to a student's needs</li> <li>▪ Adheres to school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides tutoring services to reinforce concepts and class content under the direction of a certified teacher:               <ul style="list-style-type: none"> <li>○ Prepares for content</li> <li>○ Implements instructional strategies as identified by the IEP team</li> <li>○ Reinforces and supervises practice of skills with individual and small groups</li> <li>○ Assists the student and other professionals in understanding the role of the tutor</li> <li>○ Provides clear and appropriate information for substitute tutor</li> </ul> </li> </ul>

## **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, legally qualified interpreters 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 Colorado Department of Human Services [Vol. IX, 9.600.1-9.5] specify that sign language interpreters must meet the following criteria to qualify for interpreting in the legal setting:

- Be certified by the Registry of Interpreters for the Deaf or the National Association of the Deaf and
- Complete at least 40 hours of specialized legal instruction and
- Complete at least 25 hours of interpreting in the legal setting under the supervision of a legally qualified interpreter.

A provision for an intermediary interpreter who can assist the legally qualified interpreter exists for situations where an individual may be able to assist in providing accurate interpretation. It may be recommended that a Deaf interpreter be used in this capacity. Likewise, the educational interpreter may be an appropriate intermediary interpreter, assisting the legally qualified interpreter to provide a fully accurate interpretation that is legally defensible.

A list of legally qualified interpreters is available at:

<http://www.coloradorid.org/legallyqualifiedinterpreters.htm>

### **Use of the Educational Interpreter as an Intermediary Interpreter**

The educational interpreter may have knowledge of individual communication needs of a student or be better able to understand the student and may be requested to function as an intermediary interpreter working with the legally qualified interpreter in order to assist in providing accurate interpretation. In this capacity, the educational interpreter works at the request of the legally qualified interpreter to assist as needed by the qualified interpreter.

### **Common Quasi-Legal Situations that Educational Interpreters may Interpret:**

- IEP meetings (if not participating as a member of the educational team)
- 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, it is possible that an interpreter may be called to testify when interpreting interactions that are not privileged. Privilege exists primarily when an attorney is having private conversation with a client. It does not exist in any law enforcement interactions, conversations with students, or classroom interactions. Therefore, interpreters can be called to testify regarding their work. 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 legally qualified interpreters, 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.

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.

#### **Interpreter Use Inventory**

Consideration of the child's development as it relates to the ability to use an interpreter must be considered for all D/HH children and especially those of preschool and kindergarten age. The *Interpreter Use Inventory* (Schick, 2003), in Appendix I, is a useful tool to determine when students are able to use an interpreter, as well as to identify prerequisite skills necessary when preparing students for an interpreted education. If a child cannot show evidence of learning through an interpreter, it may be more appropriate for the interpreter to function as a "shadow teacher" than as an interpreter. The interpreter listens as the teacher presents material to the hearing children, and then explains it to the child who is deaf or hard of hearing. Because the interpreter is not trying to follow the teacher's language exactly, s/he may be able to explain concepts more thoroughly, or with more repetition, than is need for the hearing peers. In order to function as shadow teacher, the interpreter should have knowledge about language acquisition, child development, and learning and be fluent in both English and sign communication. The interpreter should be highly familiar with the teacher's goals and should discuss expectations for classroom content and interaction. For children educated orally, a shadow teacher may be more appropriate than an oral interpreter.

## Ethical Considerations

Professionals working in schools engage in professional practices guided by ethics on a daily basis. Many professional organizations have explicit and detailed codes of ethics and require their members to accept and promote that code. School districts and administrative units have established policies and procedures that reflect ethical and professional conduct required in the school environment. As a professional in a school, interpreters should be familiar with policies, procedures, and ethics for professional conduct within the school setting. In these policies, there are specific guidelines for understanding confidentiality among educational team members, reporting child abuse, and exercising professional judgment. The interpreter should ask the building administrator for a copy and become familiar with the policies and procedures handbook.

Codes of ethics have also been developed by professional organizations for interpreters. However, working with children involves participating as a member of an educational team and has requirements and restrictions based on federal laws. As a result, professional codes of ethics could result in conflict due the responsibilities inherent in the education setting. To respond to these concerns, Colorado has adopted the *EIPA Guidelines of Professional Conduct for Educational Interpreters* (Schick and Williams, 2003). This document is located in Appendix J and should be used by all interpreters, school staff and parents to guide the practices of educational interpreters in Colorado schools.

### III. WORKING CONDITIONS

#### Salary and Benefits

Educational interpreters have skills 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 recognizes these skill and knowledge components. (See Appendix K for a sample salary schedule/career ladder.) In doing so, consider documentation of the following:

1. The *Authorization: Educational Interpreter* (or CEIC until the 5-year renewal process is complete)
  - Skill level (including consideration of other interpreting certificate[s]);
  - Years of experience, especially in the educational environment (including experience from other districts);
  - Degree or vocational certificate from an interpreter preparation program;
  - College courses in education or related fields; a degree in education (in addition to, not in lieu of, completion of an interpreter preparation program);
  - Continuing education contact hours related to interpreting skills, deafness, child development, and education.
2. Compensation should be commensurate with other licensed district employees. Additionally, consider the following:
  - Regular step increases;
  - Available opportunities for incentive pay;
  - Additional pay for working beyond the school day work hours.

#### Work Schedules

Sensitivity in establishing a daily work schedule is critical to ensure quality interpreting services. Continuous interpreting work (e.g., watching the interpreter) for prolonged periods of time is fatiguing to both the interpreter and the student. Consider the following when establishing schedules for students and interpreters:

- A balance of lecture, lab work, and tutoring time throughout the day;
- Time allocated during the day for content preparation and discussions with general and special education teachers;
- Team interpreting in situations when the complexity of the interaction patterns and/or prolonged interpreting is required;
- Work hours commensurate with other professionals in the work environment (e.g., lunchtime and breaks);
- Participation in district or BOCES inservice opportunities;
- Opportunities for professional development.



## **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.

## **Reduction in Force**

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

1. *Authorization: Educational Interpreter;*
2. Skill level required for specific assignments (e.g., student communication needs);
3. Performance records;
4. Seniority.

## **Number of Working 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.

## **Substitutes**

When the educational interpreter is absent, a qualified substitute interpreter must be provided. It is recommended that administrative units:

1. Develop a substitute policy, including how to arrange for a substitute.
2. Maintain a current list of qualified substitutes (see page 7 for qualifications).
3. If no substitute is available, other arrangements must be made within the building according to the student's IEP.

## **Training Responsibilities**

Administrative units should support continuing education activities specific to the needs of educational interpreters. These include providing:

1. Appropriate educational inservices;
2. Opportunities for professional development in accordance with the individual's professional (authorization maintenance) or development (in progress) plans.

## **Evaluation**

Interpreters should have either a professional plan to maintain the authorization or a development plan demonstrating progress toward becoming fully qualified. The goals and objectives of these plans should constitute the basis of the interpreter's evaluation. A sample evaluation form is located in Appendix L. The following considerations should guide administrative units' evaluation policies for educational interpreters.

1. Frequency of Observations

The administrative unit should establish a yearly evaluation/review system, consistent with the school policies for evaluating teachers, which includes observation and written feedback. Someone qualified to provide feedback on interpreting skills and their application in the classroom should observe the interpreter and participate in the evaluation/review.

2. Persons Involved

Administrative units will designate a person responsible for implementing the established evaluation system. 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. Additionally, administrative units should consider using information from the following individuals when evaluating an educational interpreter:

- Person who is deaf
- 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.

# **Educational Interpreter Handbook**

## **Appendixes**

## **Appendix A.**

### **Colorado Educational Interpreter Standards Law CHAPTER 30: EDUCATION - PUBLIC SCHOOLS HOUSE BILL 97-1146**

**BY REPRESENTATIVES** Keller, Allen, Bacon, Chavez, Clarke, Dean, Gordon, Gotlieb, Mace, Morrison, Nichol, Paschall, Reeser, Sullivant, Tate, Udall, and S. Williams; also **SENATORS** Hopper, Rupert, and Tanner.

#### **AN ACT CONCERNING STANDARDS FOR EDUCATIONAL INTERPRETERS FOR THE DEAF.**

Be it enacted by the General Assembly of the State of Colorado:  
SECTION 1. Article 20 of title 22, Colorado Revised Statutes, 1995 Repl. Vol., as amended, is amended BY THE ADDITION OF A NEW SECTION to read:

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

(1) the general assembly hereby finds that interpreting services in the public schools 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 the public school setting 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 in the public schools as educational interpreters.

(2) for purposes of this section, "educational interpreter" means a person who uses sign language in the public school setting 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) (a) there is hereby created, within the department of education, an interpreter standards committee, which shall consist of seventeen members appointed by the commissioner of education, for the purpose of making recommendations to the state board on the minimum standards for educational interpreters for the deaf in the public schools.

(b) the commissioner of education shall make appointments to the committee on or before July 1, 1997. Members shall be appointed as follows: one member shall be an instructor in

an interpreter preparation program offered by an institution of higher education in this state; two members shall be teachers of the deaf, one of whom is deaf; two members shall be deaf adults who are consumers of interpreter services, one of whom is a member of the Colorado association of the deaf; one member shall be a high school student who is deaf and is currently receiving interpreter services in a public school; three members shall be parents of deaf students whose children are receiving interpreter services in a public school; four members shall be persons who are working as educational interpreters in the public schools, one of whom shall be a member of the Colorado registry of interpreters for the deaf and one of whom is employed by a board of cooperative educational services; one member shall be a certified interpreter not employed in an educational setting; one member shall be a representative of the Colorado school for the deaf and the blind; one member shall be a public school special education director or his or her designee; and one member shall be a member of a school board in this state.

(c) members of the interpreter standards committee shall serve voluntarily without compensation.

(d) this subsection (3) and the interpreter standards committee created in this section shall be repealed, effective July 1, 1998.

(4) the study by the interpreter standards committee created in subsection (3) of this section shall include but need not be limited to an examination of the following:

(a) the minimum standards for educational interpreters for the deaf who are employed as educational interpreters on a full-time or part-time basis in public schools. In making recommendations on the appropriate minimum standards, the committee shall examine:

(I) what is the most appropriate and feasible instrument for evaluating the proficiency and performance of educational interpreters for the deaf;

(II) the minimum performance on the instrument recommended pursuant to subparagraph (I) of this paragraph

(a) that would satisfy the requirement for employment in a public school to provide interpreter services;

(III) the minimum standards for educational interpreters relating to their knowledge and understanding of:

(A) child development;

(B) language development;

(C) curriculum;

(D) teaching and tutoring methods for working individually and as part of a team in teaching or tutoring deaf children in a classroom setting;

(E) deafness;

(F) the educational process for deaf children;

(b) the minimum standards for the persons who evaluate the skills, proficiency, and performance of educational interpreters;

(c) the availability and adequacy of educational and training programs in interpreting in this state, especially in rural areas of the state;

(d) the availability of appropriate curriculum for teaching persons who will be serving as educational interpreters;

(e) the use of interdistance learning and techniques to teach interpreting skills;

(f) the availability of funds or grants from federal and private sources to develop new educational programs in interpreting for the deaf, especially educational programs designed to assist people in meeting the minimum standards for educational interpreters to be established by the state board as provided in subsection (6) of this section, and to provide financial assistance to persons wanting to take such courses;

(g) the delivery of interpreter services in public schools in rural communities;

(h) recruitment and retention of educational interpreters in public schools.

(5) the interpreter standards committee shall submit a preliminary report detailing its progress to the state board on or before October 1, 1997. The committee shall submit its final report to the state board on or before December 31, 1997, containing its findings and its recommendations.

(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 the public schools in this state. 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 in a public school must submit to the school district.

(7) on or after July 1, 2000, in addition to any other requirements that a school district establishes, any person employed as an educational interpreter for deaf students on a full-time or part-time basis by or in a school district shall meet the minimum standards for educational interpreters for the deaf as established by rules of the state board.

SECTION 2. 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 24, 1997

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## Appendix B.

**Colorado State Board of Education  
Department of Education  
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.

## Appendix C.

### Colorado State Board of Education Department of Education Educator Licensing Act

## **AUTHORIZATION: EDUCATIONAL INTERPRETER**

- 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) (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 an other.
- 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, student 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 which 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 which 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.

## Appendix D.

### CONTINUING EDUCATION GUIDELINES

Colorado Statutes set forth minimum standards for educational interpreters working in the public schools for skill and content knowledge [CRS Title 22, Article 20, Section 116; ECEA 3.04(1)(f)]. The Standard also requires that a minimum of 60 contact hours of continuing education be completed every 5 years. The following guidelines define the parameters of approved content and activities for continuing education, qualifications of continuing education providers, and the documentation required.

Interpreters should contact the Coordinator for Educational Interpreting Services or the Colorado Department of Education for information regarding their re-certification. The documentation for re-authorization must be submitted with the required application to the Colorado Department of Education Educator Licensing Office no later than 6 months prior to the interpreter's re-authorization date.

	What is it?	Who can provide it?	Required Documentation
<b>Knowledge</b> (30 hours)	Continuing education hours that can be directly applied to work as an educational interpreter (e.g., district in-services, general knowledge workshops related to classroom content)	1. Formal district, state, RID, CRID offerings	Certificate of Attendance or RID CMP/ACET Official Transcript
		2. Accredited courses	Official Transcript (1 college credit = 15 hours)
		3. Pre-approved independent study, conferences, workshops, and seminars <sup>2</sup>	Learning Plan
<b>Skills</b> (30 hours)	Continuing education hours that can be directly applied to interpreting skills: interpreting, theoretical models, linguistic studies (e.g., advanced ASL, advanced English, advanced sign systems) <sup>1</sup> .  <i>Continuing education hours must be accrued in no less than 7.5 hour increments</i>	1. RID sponsors	Certificate of Attendance or RID CMP/ACET Official Transcript
		2. Approved interpreter preparation programs	Official Transcript (1 college credit = 15 hours)
		3. State approved interpreter educators <sup>2</sup>	Certificate of Attendance or RID CMP/ACET Official Transcript

<sup>1</sup>Unacceptable activities 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).

<sup>2</sup>The Coordinator for Educational Interpreting Services and CDE will maintain a list of approved continuing education providers based upon the following criteria:

1. RID certified, NAD Level IV or V, SEE Center certified, or CEIC with EIPA level 4 or 5.
2. Conference of Interpreter Trainers (CIT) current membership or American Sign Language Teachers Association (ASLTA) membership
3. Special events (one-time events such as Cued Speech Workshop, oral interpreting, Helen Keller Deafblind Institute)
4. Approved Colorado Educational Interpreter Mentor

**Appendix E.**

**SAMPLE PROFESSIONAL DEVELOPMENT PLAN**

Interpreter: \_\_\_\_\_ Effective Dates: \_\_\_\_\_

Approved by: \_\_\_\_\_  
(Special Education Director/ Date) (Educational Interpreter/Date)

Goals	Activities	Timeline	Support Needed	Evaluation

# Steps to Developing a Personal Professional Development Plan

You wouldn't dream of walking into a classroom without any idea what you want to accomplish. Why treat your own learning any differently? A plan with explicit goals provides structure for your learning. Use the following steps and the planning template to develop your personal professional development plan

## **Step 1: Find out if your district has a planning format and/or requirements that you should follow.**

Some states and districts have specific professional development plan requirements. Before you use the planning template or guidelines below, find out what your specific requirements are.

## **Step 2: Review the components of good professional development.**

- It addresses individual needs to improve practice, but it balances those needs with the needs of the students, school and district.
- It focuses on improving student learning as the overall goal of professional development, and it connects the educator's individual goals to demonstrated student needs.
- It reflects school, district, and/or state educational initiatives.
- It includes reflection as a part of the individual's learning and growth.
- It includes documentation of the outcomes of the professional development activities.
- It utilizes the Standards for Staff Development as a guide for developing and implementing personal learning goals.

## **Step 3: Ask yourself these questions to clarify your goals and begin planning..**

- What do I want all my students to know or do as a result of my teaching?
- How will I judge the quality of my students' work?
- How does my practice impact student achievement?
- Based on data, what do I know about my students' needs?
- How do my schools' goals and improvement plan impact my goals?
- How can I improve or strengthen my practice?
- How can I work with others to address my goals?
- How will I know I have accomplished my goals?
- What will I do when my students don't demonstrate mastery?

- How can I embed the professional development strategies I choose into my classroom day?

## **Step 4: Use a template to develop your plan**

You will find one possible template on the reverse side of this guide. Others are available online at the references cited below. Before you use one of these templates, find out if your school or district requires something different.

## **Step 5: Decide on the activities or strategies you will include in your plan to accomplish your goals.**

As you select activities, bear in mind that your plan should not be built around attending one-hour inservices with little or no follow-up. According to research, your professional development should be: focused on student learning, job-embedded, continuous and on-going, and include evaluation.

In addition, research indicates that working with others will enhance your learning and promote lasting improvement and change in your school.

A few of the many activities or strategies that you might consider:

- Get involved in lesson study
- Examine student work
- Conduct action research
- Find a coach or be a coach
- Do professional reading
- Keep a log or journal
- Get involved with a professional organization
- Learn to use new technology

## **Step 6: Evaluate your plan**

Even if you do not have to submit your plan to a committee or administrator, ask yourself the following questions:

- Do the goals and the plan reflect your needs as well as your students', the building's and the district's?
- Does your plan reflect new learning and growth, not just time and effort?
- Are your goals clear?
- Have you used data to determine your goals?
- Does your plan reflect how student achievement will be enhanced?

- Do you include collaborative activities in your plan?
- Does your plan include reflection on the outcomes and appropriate adjustments?
- Have you included methods of assessment?
- Have you identified evidence that you will gather?

## **Step 7: Reflect early and often**

Don't wait until you're finished with the activities included in your plan to reflect on how you are doing. Consider keeping a log or journal, finding another teacher to act as a reflective partner, or participating in an online discussion group.

## **Step 8: Create a portfolio of your accomplishments**

Whether a portfolio is required by your school or not, you will personally benefit from collecting evidence of the activities that you've undertaken. Your portfolio should be organized, clearly connected to your plan, include your best materials, and include a reflective piece that articulates your learning.

Your portfolio could include the following:

- A reflective journal, log or diary
- Samples of student work
- Data and data analysis
- Samples of lesson plans or other work you have created
- Certificates of attendance
- Published articles
- Power Point presentations
- Videotapes
- Photographs

This planning tool is based on *By Your Own Design*, a web site and CD-ROM developed by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) and the National Staff Development Council (NSDC). You will find a wealth of resources, additional planning tools, and all the materials included on the CD-ROM at ([www.enc.org/pdguide](http://www.enc.org/pdguide)). To order copies of the CD-ROM, visit the NSDC bookstore at ([www.nsd.org](http://www.nsd.org)).

## **Appendix F.**

### **ASK12 Assessment System for K-12 Educational Interpreters INFORMATION AND RESOURCES**

The Assessment System for K-12 Educational Interpreters, ASK12, (formerly The Regional Assessment System for K-12 Interpreters, RAS) is a partnership of 14 states and the Bureau of Indian Affairs (BIA) which provides educational interpreters the opportunity to evaluate their skills and knowledge. Each state/BIA department of education special education director makes up the partnership. ASK12 member states are: Alabama, Alaska, Arizona, Arkansas, the Bureau of Indian Affairs, Colorado, Iowa, Kansas, Montana, Nebraska, New Mexico, Oklahoma, Oregon, Utah and Wyoming. Additional states are joining this collaborative effort each year. The ASK12 is directed with the collaboration of Mountain Plains Regional Resource Center at Utah State University and Boys Town National Research Hospital, Nebraska.

The ASK12 is a coordinated collaboration, offering assessment of interpreter skills and knowledge and encouraging reciprocity among member states and the BIA. Deaf and hard of hearing students of public school age need and deserve equal access to classroom instruction and school activities. For students dependent upon sign language interpreters as their primary access, this service must be effective.

Effectiveness of interpreting services is measured through the skills and knowledge of interpreters serving public schools. The evaluation tools used by the ASK12 assess the skills and knowledge necessary to accomplish the interpreting task and, therefore, improve access to instruction and interaction. The growing number of ASK12 member states/BIA are committed to the improvement of access for all deaf and hard of hearing students served in their respective states.

The ASK12 provides test administration of the Educational Interpreter Performance Assessment (EIPA). The EIPA performance test is designed to assess the skills of the working interpreter in the public schools, while the EIPA-WT is a test designed to assess the knowledge of interpreting in the public school setting. Local Test Administrators currently administer the EIPA: WT. Information about the EIPA: WT can be found at <http://www.classroominterpreting.org>.

For more information regarding the ASK12 or, to register to take the EIPA/EIPA-WT, contact:

Dr. Bernhardt Jones, ASK12 Project Director  
University of Arizona  
1430 E. 2<sup>nd</sup> Street  
Tucson, AZ 85721-0069  
520.626.1143  
sfm@email.arizona.edu  
<http://www.ed.arizona.edu/ask12/>

## Appendix G.

### Continuing Education Tracking Form

After you have received your Colorado Educational Interpreter Certificate of Verification (CEIC) or *Authorization: Educational Interpreter*, you will be required to start collecting continuing education hours. Continuing education can be obtained in a variety of ways that include:

- College courses
- Interpreting workshops
- School district in-service trainings.
- Pre-approved professional development workshops

You are required to have 60 hours of continuing education in a 5 year period of time. Thirty (30) hours must be focused on building interpreting skills, and the other 30 hours are focused on enhancing your professional knowledge. As an interpreter it is your responsibility to keep records of all continuing education events that you attend. It is good practice to keep receipts for these events, any certificates of attendance, and/or official transcripts that you receive as a participant.

Attached to this instruction sheet is a form for recording the various events that you attend. Six months before the expiration of your current CEIC verification (or *Authorization: Educational Interpreter*) you will need to request a CDE *Authorization: Educational Interpreter* renewal packet from your district/BOCES human resource department which will detail the procedures for renewal of the *Authorization* and/or transfer of your CEIC verification to the *Authorization*, submitting your continuing education hours and the payment of applicable fees.



## CDE Authorization: Educational Interpreter Continuing Education Tracking Form

[illegible]

# **I**nterpreting **D**etermines **E**ducational **A**ccess

## **FACT SHEET**

### **CRISIS in Educational Interpreting Services**

***“If communication goes awry, it affects the intellectual growth, social intercourse, language development and emotional attitudes, all at once, simultaneously and inseparably.”***  
(Oliver Sacks, 1989)

#### **Schools are accountable for what their students learn.**

- Educational performance of students who are Deaf/Hard of Hearing remains poor. The average reading comprehension of 18 year old students was reported at just below 4<sup>th</sup> grade on the SAT-9 (Traxler, 2000).
- If performance on standardized assessments is to improve, students who are Deaf/Hard of Hearing must have full (100%) access to all aspects of the curriculum and instruction.
- The ability to learn is denied when students do not have qualified interpreters.

#### **No Child Left Behind**

- In addition to accountability, adequate yearly progress, and school improvement, NCLB addresses “highly qualified” providers. Educational interpreters must also be held to the provisions of this law. Because there are currently no national professional standards for educational interpreters, it is imperative that IDEA defines a standard.
- Current OSEP data is unreliable because there is no national professional standard.
  - US Office of Education 23<sup>rd</sup> Annual Report to Congress (2002), based on 98-99 school year data, indicated that there were 4,588 interpreters employed by schools in the US and that 567 (12.4%) were not certified. How are states determining whether interpreters are qualified or not?
- Schools must also have an objective, verifiable method of assessment to determine whether its sign language interpreters are qualified.
- Achievement is limited when students do not have access to a qualified interpreter.

#### **Role of the Educational Interpreter**

Because many students who are Deaf/Hard of Hearing enter school with language competencies below those of their hearing peers, the educational interpreter's responsibilities include:

- Interpreting all school-related communication according to the student's language ability and the goals of the IEP.
- Tutoring, or clarifying, instructional information for the student.
- Participating on the educational team related to student progress and achievement.
- Providing expertise to the educational team (e.g., helping student learn to use interpreting services) (MENUS, p. 14).

***In regular classrooms, hearing students generally communicate by speaking and listening. For many deaf students, however, interpreters are needed to facilitate communication with their teachers and classmates. IDEA requires that deaf students be integrated into regular classroom settings to the maximum extent possible, but if quality interpreting services are not provided, that goal becomes a mockery.*** (COED, 1988, p. 103).

## **Most children are not receiving services from a qualified interpreter.**

- Most states do not have minimum standards for educational interpreter qualifications (Project Forum, Nov. 2000, NASDSE).
- For states with minimum interpreter qualifications, many current standards are at a level that results in interpretation reflecting accuracy at approximately 75% of the classroom discourse (EIPA level 3.5), with frequent errors, confusions, and deletions (Schick, 2002).
- Most states have no measure related to the knowledge sets that are necessary in order to effectively apply the interpreting skills in a K-12 setting.
- For states with minimum standards, there is no reliable data regarding the percentage of educational interpreters who meet the requirements.
- Approximately 50% of working interpreters' qualifications is unknown because they have not been evaluated. (Jones, In Press)

## **Communication remains the primary challenge within educational settings for students who are Deaf/Hard of Hearing.**

- Each student's communication needs are individualized.  
They are based on variables unique to the student, such as age of onset and severity of the hearing loss, as well as the student's and parent's preferences (MENUS, 2002).
- IDEA further requires that the communication needs of each student be considered.  
34CFR300.346[a](2)(iv).
- 80% of students who are Deaf/Hard of Hearing spend a portion of their day in the general education classroom; approximately 23% of these students utilize interpreters (Gallaudet Research Institute, 2003).
- For many students, the interpreter is the only communication link during their school day.
- 72 percent of families of children who use sign language do not use sign language with their children (Gallaudet Research Institute, 2002); for these children, the interpreter may be the only person with whom they can communicate effectively.
- Communication access is denied to students when they do not have qualified interpreters.

***"The primary problem of our students is not too little hearing, but too much interpersonal and informational isolation."***

*(Harold Johnson, Ph.D.,  
Kent State University, 2003)*

## **Recommendations for "Qualified Interpreter" in IDEA**

Educational interpreters provide a variety of interpreting services (e.g., American Sign Language, Cued Speech, English Sign Systems, Oral) in an educational setting. Individuals who function as interpreters, regardless of job title, in providing these related services to students who are Deaf/Hard of Hearing, should document the following:

<b>Essential qualifications</b>	<b>Preferred qualifications</b>
1. Associate's degree in Educational Interpreting or related educational field;	1. Bachelor's degree in Educational Interpreting or related educational field;
2. A passing score on a state or national assessment system of interpreting skills (e.g., State Quality Assurance, EIPA, RID);	2. A passing score on a national assessment of interpreting skills (e.g., EIPA, RID);
3. A passing score on a state or national assessment of knowledge sets to apply interpreting skills in educational settings (e.g., EIKA); and	3. A passing score on a national assessment of knowledge sets to apply interpreting skills in educational settings (e.g., EIKA); and
4. Continued Professional Development.	4. Continued Professional Development.

## Appendix I.

### INTERPRETER USE INVENTORY

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The following considerations must be considered when determining if a student is able to benefit from the services of an educational interpreter.

#### 1. The Student Can:

- ☐ learn abstract, decontextualized material
- ☐ learn new vocabulary from typical classroom exposure
- ☐ comprehend class content and instructions
- ☐ understand what to do without the interpreter directing
- ☐ make age appropriate progress without excessive assistance
- ☐ complete class material and tests without interpreter assistance

#### 2. Understanding of the Role of the Interpreter

- ☐ Demonstrates age-appropriate expectations for the interpreting role
- ☐ Maintains appropriate boundaries with the interpreter
- ☐ Allows the interpreter to mostly interpret

#### 3. Use of Interpreter

- ☐ Recruit interpreting assistance when needed
- ☐ Understands when an interpreter is needed
- ☐ Takes control of communication
- ☐ Speaks up about missing information
- ☐ Able to request clarification from the interpreter
- ☐ Participates in class discussion
- ☐ Participates in small group discussion

#### 4. Social Understanding

- ☐ Interacts with peers about class materials
- ☐ Interacts with peers about social issues
- ☐ Appreciates traits and personalities
- ☐ Has authentic relationships
- ☐ Able to argue, play, prefer, negotiate, persuade peers
- ☐ Participates appropriately in class

#### 5. Attentional Factors

- ☐ Able to attend to interpreter and teacher
- ☐ Can coordinate multiple visual demands of complex visual environment

#### 6. Adjustments in Interpretations

- ☐ How much does the interpreter alter content in order to make it more accessible for the student?
- ☐ How much does the interpreter expand on concepts presented in class either during class or after class?
- ☐ What changes are made to classroom vocabulary for the student?
- ☐ How much does the interpreter adjust the language to make it more accessible?

## Appendix J.

Educational Interpreter Performance Assessment ©

# Guidelines of Professional Conduct for Educational Interpreters

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Part of the EIPA Assessment System

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### Introduction

This document describes obligations for educational interpreters employed in school settings. While the Code of Ethics adopted by the Registry of Interpreters for the Deaf ([www.rid.org](http://www.rid.org)) 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.

In fact, all people who work in public schools must adhere to professional standards and guidelines. In comparison, professional codes of ethics are often a set of guidelines that are somewhat voluntary. For example, the American Psychological Association has a Code of Ethics and members can be sanctioned or expelled for violating them. However, educational interpreters have professional obligations that are more legal in nature. 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

**All people who work in  
public schools must  
adhere to standards and  
guidelines.**

obligated to follow these standards, as a member of an educational team. The consequences of violating these rules are 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 Act, or IDEA. The consequences of violating guidelines for the school, the interpreter, and the educational team are more severe than expulsion from a professional society. The school cannot and will not give up its rights to ensure that employees follow its guidelines and laws to an external professional organization.

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 no 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

**Research cannot guide us in deciding when a child is ready to use an interpreter.**

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

**Children who are still developing language need a skilled interpreter.**

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 policies, procedures, and ethics for professional conduct within the school setting. In these policies, there are specific guidelines for understanding confidentiality among educational team

**Interpreters should know the school policies and guidelines.**

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

**Any communication that occurs outside of the interpreted classroom activity is not confidential.**

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.

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 informal 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 have no specialized training in language or communication assessment, so observations should be verified by a qualified professional. Despite this, the educational interpreter can often share useful observations. If an interpreter believes that a complete interpretation is inappropriate, because the student has delayed skills, this must be discussed with the educational team. In general, as a member of the educational team, the interpreter can provide information regarding interpreting, classroom interaction, and tutoring.

**Interpreters should attend IEP meetings, as a participant, not to interpret.**

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 only, but may not evaluate academic performance. 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 includes 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

**The educational interpreter may discuss assignment-related information only with members of the educational team.**

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 does the Deaf or hard of hearing student sign? (American Sign Language, Contact Sign or Manually Coded English)
- Does the Deaf or hard of hearing student attend to the educational interpreter?
- What interferes with being able to interpret the classroom? Are there issues related to the interpretability of the setting? For example, how much does competing visual input, such as looking at overheads and watching the interpreter, interfere with the student receiving classroom communication?
- 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 provide a range of alternate testing techniques in order 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 able 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

**Interpreters should maintain professional boundaries with students.**

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.

**Interpreters can produce a better interpretation when they understand the content and goals of the lesson.**

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 edit the message, or 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.

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

**All students, deaf and hearing, will need help understanding the role of an interpreter.**

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 an interpreted message. The interpreter often knows the student and classroom materials. The interpreter also understands aspects of how hearing loss affects language and interaction.

**Interpreters can tutor if they have training and are supervised by a teacher.**

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 assumes 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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## Appendix K.

### Model Salary Schedule/Career Ladder

<div>Years Experience</div> <div></div>	20													
	19													
	18													
	17													
	16													
	15													
	14													
	13	Cannot exceed 3 years as TTE												
	12													
	11													
	10													
	9													
	8													
	7													
	6													
	5													
	4													
	3													
	2													
1	Temp Status <sup>1</sup>	Minimally Qualified <sup>2</sup>												
	0	1	2	3	4	5	6	7	8	9	10	11	12	
Education Steps														

**+1 STEP EACH FOR (maximum of 5 additional steps):**

- additional EIPA level (elementary or secondary)
- additional EIPA evaluation (PSE, MCE, ASL)
- additional area (oral, cued speech)

**+2 STEPS FOR Associate's Degree in relevant area and/or CDE approved completion of Interpreter Preparation Program (IPP)**

**+4 STEPS FOR Bachelor's Degree (+2 STEPS if already have Associate's Degree and/or IPP)**

**Other:**

- additional stipend for lead interpreter, interpreter mentor
- additional credits can be added beyond the BA degree

<sup>1</sup> Authorization: Temporary Teacher Eligibility, Educational Interpreter (must meet minimum qualifications within 3 years)

<sup>2</sup> Authorization: Educational Interpreter

## Appendix L.

### Sample Educational Interpreter Evaluation<sup>1</sup>

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Supervisor \_\_\_\_\_

Key: E = <i>Exemplary</i> , skill is observed 90-100% of the time I = <i>In need of improvement</i> , 60-80%	P = <i>Proficient</i> , 80-90% U = <i>Unsatisfactory</i> , <60%
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If either and I or U is checked in any area, specific problem information must be given in the comment section.

<b>INTERPRETER</b>	<b>E</b>	<b>P</b>	<b>I</b>	<b>U</b>
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:				
<b>TUTOR</b>	<b>E</b>	<b>P</b>	<b>I</b>	<b>U</b>
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:				
<b>TEAM MEMBER</b>	<b>E</b>	<b>P</b>	<b>I</b>	<b>U</b>
Provides consultation regarding strategies to:				
• Promotes student independence				
• Encourages direct communication across various interactions				
• Addresses discipline problems and procedures to supervisor				
• Addresses concerns related to a student's needs to supervisor or other				

appropriate person				
Educates others regarding the implications of hearing loss				
Attends meetings or provides information to the team about concerns				
Adheres to school policies and procedures				
Collaborates with student's educational team members				
Communicates a feeling of respect towards students and adults in words and actions				
Establishes consistent communication with the teacher of the deaf/hard of hearing regarding the student(s) progress in the mainstream setting				
Ability to develop rapport with the D/HH students				
Comments:				

<b>RECOMMENDED AREAS FOR IMPROVEMENT:</b>
<b>OTHER COMMENTS:</b>

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

<sup>1</sup>Adapted with permission from Mesa County School District, Grand Junction, CO