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EDUCATIONAL INTERPRETER / TRANSLITERATOR STANDARDS 2001



Department of Education
Bureau of Instructional Services and Community Support

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INTRODUCTION

Educational interpreters/transliterators working in Florida's public schools using sign language, cued speech, or oral modes of visual communication to facilitate communication for students who are deaf or hard of hearing in pre-kindergarten through 12th grade programs will meet or exceed the education and communication skills described in this document. An educational interpreter or transliterator is a person whose role it is to convey all auditory information to students who are deaf or hard of hearing using the visual communication mode best understood by the student and to provide vocalization of the communications from the students.

This policy is not intended to be used as criteria for employees who do not function as interpreters/transliterators even though they may work with students who are deaf or hard of hearing. Some student's needs may be appropriately met by a person classified as a communication assistant, signer/aide, or other title.

Due to the motoric, cognitive, and technical nature of the skills necessary to provide appropriate interpreting services, an individual's knowledge and use of English is a critical factor affecting the quality of services. The interpreter/transliterator must accurately understand and convey the spoken message in the diverse environment of public schools. The quality of message delivery is dependent on knowledge in the use of English and the use of specific and technical vocabulary. It is critical that interpreters/transliterators have a broad knowledge base which will prepare them for information transmitted in classroom settings. An Associate of Science (A.S.) or Associate of Arts (A.A.) with specialization in Educational Interpreting will provide additional quality to the district program.

Assessment of an individual's communication (interpreting/transliterating) skills is required to determine the level of competence. The modes of communication, sign language interpreting, oral and cued speech transliterating are assessed through national certification, state evaluation or screening, or state and national rating systems. Interpreters should be placed according to the student's needs and their expertise in the student's mode of communication.

IMPLEMENTATION

Implementation Timeline

All currently employed interpreters will have 2 years to achieve the credentials required for the apprentice level. Complete implementation of the standard is expected by August, 2003.

Educational Interpreter/Transliterators Standards

As of August, 2001 all currently employed interpreters/transliterators will have 2 years to achieve the credentials required for the apprentice level. Standards have been identified at four levels—apprentice, provisional, provisional + 36 credit hours, and proficient. To achieve a level the interpreter/ transliterator must meet at least one criterion in both categories: education and communication. The communication skills needed in any particular position are based on the student's preferred method of communication; sign language, oral, cued speech, or the recommendation of the Individual Education Plan (IEP) team. Each of the levels has a specific duration period and requirements for maintaining the level.

Current Employees

Current employees must meet the following criteria:

Education Criteria

- The employee must have a high school diploma or General Educational Development (GED).

Communication Skills Evidence

- The employee must meet the districts requirements.

Duration

- An individual may remain at this level for 2 years. There are annual maintenance requirements.

Maintenance

- Each interpreter/transliterator will develop an annual professional development plan (PDP) as determined by the district. The PDP will identify goals for the year using the state list of competencies for educational interpreters. The interpreter/transliterator will be responsible for following the PDP and providing documentation to the district designee of reaching the annual goals.

Maintaining this level includes completing the following requirements annually:

For uncertified interpreters/transliterators

- participate in 40 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 3 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ annually take some type of assessment, evaluation or screening to determine communication skill and to assist in creating the PDP, and
 - ◆ annually submit proof of participation in professional activities, college credit and validity of communication skill credential to district designee within the timelines in the PDP

For certified interpreters/transliterators

- participate in 15 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 3 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ annually submit proof of participation in professional activities, college credit and validity of communication skill credential to district designee within the timelines in the PDP

Apprentice Level Standard

An interpreter/transliterater meeting the apprentice level standard must have one of the following education levels and one of the communication skill levels.

Education Criteria

- He or she must have a high school diploma or GED plus 6 hours of college credit—the college credit should include courses such as general education, sign language, communication skills, interpreting, transliterating, deaf education, Deaf culture, English speakers of other languages (ESOL), or other related courses needed to develop interpreting skills, or
- He or she must have an Associate of Science (A.S.) or Associate of Arts (A.A.) degree from an accredited institution of higher education or equivalent number of college credits.

Communication Skills Evidence

Screening

- Florida Registry of Interpreters for the Deaf, Inc. (FRID)—Quality Assurance Screening (Q.A.) Level 1, 2 or 3, or

Evaluation

- Florida Registry of Interpreters for the Deaf, Inc. (FRID)—Educational Interpreter Evaluation (EIE) Level 1, 2 or 3, or
- Educational Interpreter Performance Assessment (EIPA), New Revised/Standardized Version Level 3, 4 or 5—Elementary Assessment, or Level 3, 4 or 5—Secondary Assessment, or

Certification

- The National Association of the Deaf (NAD) Interpreter Assessment and Certification Program, Level III, IV or V, or
- Registry of Interpreters for the Deaf, Inc. (RID):
 MCSC—Master Comprehensive Skills Certificate, or
 CSC—Comprehensive Skills Certificate, or
 CI—Certificate of Interpretation, or
 CT Certificate of Transliteration, or
 IC/TC—Interpretation Certificate/Transliteration Certificate, or
 IC—Interpretation Certificate, or
 TC—Transliteration Certificate, or
 Passing score—Oral Transliteration Certificate (OTC) Written Test, or

OTC —Oral Transliteration Certificate, or
 OIC: C —Oral Interpreting Certificate: Comprehensive or
 OIC: S/V —Oral Interpreting Certificate: Spoken to Visible, or
 OIC: V/S —Oral Interpreting Certificate: Visible to Spoken, or

Rating or Certification

- Testing, Evaluation & Certification Unit, Inc. (TECHUnit) BCSP4—Basic Cued Speech Proficiency Rating Category 4, or TSC: 3 or 4—Transliteration Skills Certification, or TSC—Transliteration Skills Certification, **or**
- equivalent level from any valid and reliable interpreting/transliterating assessment tool

Duration

- An individual may remain at the apprentice level for 2 years.

Maintenance

- Each interpreter/translator will develop an annual PDP as determined by the district. The plan will identify goals for the year using the state list of competencies for educational interpreters. The interpreter/transliterater will be responsible for following the PDP and providing documentation to the district designee of reaching the annual goals.

Maintaining of this level includes completing the following requirements annually:

For uncertified interpreters/transliterators

- participate in 40 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 3 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ take some type of assessment, evaluation or screening to determine communication skill and to assist in creating the PDP, and
 - ◆ submit proof of participation in professional activities, college credit, and validity of communication skill credential to district designee within the timelines in the PDP

For certified interpreters/transliterators

- participate in 15 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree:
 - ◆ earn 3 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ submit proof of participation in professional activities, college credit, and validity of communication skill credential to district designee within the timelines in the PDP

Provisional Level Standard

An interpreter/transliterators meeting the provisional level standard must have one of the following education levels and one of the communication skill levels.

Education Criteria

- He or she must have a high school diploma or GED plus 12 hours of college credit. The college credit should include courses such as general education, sign language, communication skills, interpreting, transliterating, deaf education, Deaf culture, English speakers of other languages (ESOL), or other related courses needed to develop interpreting skills, or
- He or she must have an Associate of Science (A.S.) or Associate of Arts (A.A.) degree from an accredited institution of higher education, or equivalent number of college credits.

Communication Skills Evidence*Screening*

- Florida Registry of Interpreters for the Deaf, Inc. (FRID)—Quality Assurance Screening (Q.A.) Level 2 or 3, or

Evaluation

- Florida Registry of Interpreters for the Deaf, Inc. (FRID)—Educational Interpreter Evaluation (EIE) Level 2 or 3, or
- Educational Interpreter Performance Assessment (EIPA), New Revised/ Standardized Version Level 4 or 5—Elementary Assessment, or \Level 4 or 5—Secondary Assessment, or

Certification

- The National Association of the Deaf (NAD) Interpreter Assessment and Certification Program, Level IV or V, or
- Registry of Interpreters for the Deaf, Inc. (RID):
 - MCSC—Master Comprehensive Skills Certificate, or
 - CSC—Comprehensive Skills Certificate, or
 - CI—Certificate of Interpretation, or
 - CT—Certificate of Transliteration, or
 - IC/TC—Interpretation Certificate/Transliteration Certificate, or
 - IC—Interpretation Certificate, or
 - TC—Transliteration Certificate, or
 - Passing score on the Oral Transliteration Certificate (OTC) Written Test, or
 - OTC—Oral Transliteration Certificate, or
 - OIC: C—Oral Interpreting Certificate: Comprehensive or
 - OIC: S/V—Oral Interpreting Certificate: Spoken to Visible, or
 - OIC: V/S—Oral Interpreting Certificate: Visible to Spoken, or
- Testing, Evaluation & Certification Unit, Inc. (TECHUnit)
 - TSC: 3 or 4—Transliteration Skills Certification, or
 - TSC—Transliteration Skills Certification, **or**
- equivalent level from any valid and reliable interpreting/transliterating assessment tool

Duration

- An interpreter/transliterater may remain at the provisional level for 5 years. There are annual maintenance requirements.

Maintenance

- Each interpreter/transliterator will develop an annual PDP as determined by district. The plan will identify annual professional goals using the state list of competencies for educational interpreters. The interpreter/ transliterator will be responsible for achieving the annual goals and submitting documentation to the district designee.

Maintaining a provisional level standard includes completing the following requirements annually:

For uncertified interpreters/transliterators

- participate in 40 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 6 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ take some type of assessment, evaluation or screening to determine communication skill and to assist in creating the PDP, and
 - ◆ submit proof of participation in professional activities, college credit and validity of communication skill credential to district designee within the timelines in the PDP

For certified interpreters/transliterators

- participate in 15 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 6 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ submit proof of participation in professional activities, college credit and validity of communication skill credential to district designee within the timelines in the PDP

Provisional + 36 Credit Hours Level Standard

An interpreter/transliterators meeting the provisional +36 credit hours level standard must have one of the following education levels and one of the communication skill levels.

Education Criteria

- high school diploma or GED plus 36 hours of college credit—the college credit should include courses such as general education, sign language, communication skills, interpreting, transliterating, deaf education, Deaf culture, English speakers of other languages (ESOL), or other related courses needed to develop interpreting skills, or

- Associate of Science (A.S.) or Associate of Arts (A.A.) degree from an accredited institution of higher education, or equivalent number of college credits,

Communication Skills Evidence

Screening

- Florida Registry of Interpreters for the Deaf, Inc. (FRID) Quality Assurance Screening (Q.A.) Level 3

Evaluation

- Florida Registry of Interpreters for the Deaf, Inc. (FRID)—Educational Interpreter Evaluation (EIE) Level 3, or
- Educational Interpreter Performance Assessment (EIPA), New Revised/ Standardized Version Level 4 or 5—Elementary Assessment, or Level 4 or 5—Secondary Assessment, or

Certification

- The National Association of the Deaf (NAD) Interpreter Assessment and Certification Program, Level IV or V, or
- Registry of Interpreters for the Deaf, Inc. (RID):
 MCSC—Master Comprehensive Skills Certificate, or
 CSC—Comprehensive Skills Certificate, or
 CI—Certificate of Interpretation, or
 CT—Certificate of Transliteration, or
 IC/TC—Interpretation Certificate/Transliteration Certificate, or
 IC—Interpretation Certificate, or
 TC—Transliteration Certificate, or
 OTC—Oral Transliteration Certificate, or
 OIC: C—Oral Interpreting Certificate: Comprehensive or
 OIC: S/V—Oral Interpreting Certificate: Spoken to Visible, or
 OIC: V/S—Oral Interpreting Certificate: Visible to Spoken, or

Rating or Certification

- Testing, Evaluation & Certification Unit, Inc. (TECHUnit) TSC:
 3 or 4—Transliteration Skills Certification, or TSC—Transliteration Skills Certification, **or**
- equivalent level from any valid and reliable interpreting/transliterating assessment tool

Duration

- An interpreter/transliterater may remain at the provisional + 36 credit hours level for 5 years. There are annual maintenance requirements.

Maintenance

- Each interpreter/transliterator will develop an annual PDP as determined by the district. The PDP will identify annual professional goals using the state list of competencies for educational interpreters. The interpreter/ transliterator will be responsible for achieving the annual goals and submitting documentation to the district designee.

Maintaining a provisional +36 level standard includes completing the following requirements annually:

For uncertified interpreters/transliterators

- participate in 40 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree
 - ◆ earn 6 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ take some type of assessment, evaluation or screening to determine communication skill and to assist in creating the PDP, and
 - ◆ submit proof of participation in professional activities, college credit, and validity of communication skill credential to district designee within the timelines in the PDP

For certified interpreters/transliterators

- participate in 15 contact hours of professional development activities corresponding with the PDP—may include seminars, skill building workshops or sessions, self study, etc., and, if no college degree:
 - ◆ earn 6 hours of college credit which apply toward an Associate of Science (A.S.) or Associate of Arts (A.A.) degree or higher, and
 - ◆ submit proof of participation in professional activities, college credit, and validity of communication skill credential to district designee within the timelines in the PDP

Proficient Level Standard

An interpreter/transliterater meeting the proficient level standard must have one of the following education levels and one of the communication skill levels.

Education Criteria

- He or she must have an Associate of Science (A.S.) or Associate of Arts (A.A.) degree from an accredited institution of higher education, or equivalent number of college credits, or
- He or she must have a Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree or higher, from an accredited institution of higher education, or equivalent number of college credits

Communication Skills Evidence

Certification

- Registry of Interpreters for the Deaf, Inc. (RID):
MCSC—Master Comprehensive Skills Certificate, or
CSC—Comprehensive Skills Certificate, or
CI—Interpretation Certificate, or
CT—Certificate of Transliteration, or
OTC—Oral Transliteration Certificate, or
OIC: C—Oral Interpreting Certificate: Comprehensive or
- Testing, Evaluation, & Certification Unit, Inc. (TECHUnit), TSC: 4 Transliteration Skills Certification, or TSC—Transliteration Skills Certification

Duration

- An interpreter/transliterater may remain at proficient level indefinitely if they comply with maintenance requirements.

Maintenance

- Each interpreter/transliterator will develop an annual PDP to meet the RID 4-year cycle re-certification requirements as determined by the district. The PDP will identify professional goals using the state list of competencies for educational interpreters. The interpreter/transliterater will be responsible for achieving the goals and submitting documentation to the district designee.

Maintaining a proficient level includes completing the following requirements annually:

- participate in a minimum of 15 contact hours of professional activities per year—a total of 80 contact hours of during each 4-year cycle (competencies

to be worked on will be included in the PDP)—activities may also satisfy the requirements for continuing education units required by the national certifying bodies, and

- submit proof of participation in professional activities and validity of certification to district designee within the timelines in the PDP

OVERSIGHT OF LEVEL

Each public school district will be responsible for reviewing documentation to determine if an interpreter/transliterater meets the apprentice, provisional, provisional +36 credit hours or proficient level standard. An office of the district shall be responsible for maintaining evidence of interpreter/transliterater credentials in communication and the necessary documentation of professional development activities, college coursework, and inservice hours.

TERMINOLOGY

American Sign Language (ASL)—a visual/gestural language, which incorporates facial grammatical markers, physical affect markers, spacial linguistic information, and fingerspelling, as well as signs made with the hands. ASL is a distinct language with its own grammar and syntax which is not based on, nor derived from, a spoken language. As a complete and complex language accepted as the natural language of the deaf community, ASL is an integral part of deaf culture.

Conceptually Accurate Signed English (CASE)—a manual code for English which combines English grammatical order with ASL signs and some invented initialized signs. The transliterator expresses messages using this visual mode while mouthing the words.

Contact Variety Language (formerly PSE)—the result of prolonged language contact between members of different linguistic communities—includes code-switching, code-mixing, and lexical borrowing. Formerly referred to as Pidgin Signed English (PSE).

Cued Speech Transliterator—a transliterator who expresses messages using a combination of handshapes and locations around the face to represent each syllable of the English word while simultaneously mouthing the words.

Educational Interpreter—an individual working in an educational setting as a facilitator of communication between hearing teachers, students, and administrators and students who are deaf or hard of hearing. The educational interpreter may interpret or transliterate depending on the preferences of the district and needs of the student.

Educational Interpreter Performance Assessment (EIPA)—offers assessment of manual interpretation/transliteration skills specific to public school settings. The assessment offers 5 levels and a choice of 3 different communication modes on the stimulus materials.

Co-developers—

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Educational Interpreter Evaluation (EIE)—an evaluation, provided by the Florida Registry of Interpreters for the Deaf, assesses manual communication skills specific to interpreters/transliterators in public school (K-12) settings. Candidates receive one of three levels, level 3 being the highest.

Chair, EIE Committee —Lisa Schaefermeyer, 11505 Murcott Way, Land O'Lakes, FL 34639; phone/FAX—813-996-9644; e-mail—davemary@gte.net

Fingerspelling—a system which utilizes the hand to represent the letters of the English alphabet

Florida Registry of Interpreters for the Deaf (FRID)—the state professional organization for interpreters, affiliated with the national organization, which provides manual QA Screening and EIE evaluation.

Chair, EIE Committee—Lisa Schaefermeyer, 11505 Murcott Way, Land O’Lakes, FL 34363; phone/FAX—813-996-9644, e-mail—davemary@gte.net;

QA Administrative Team Leader—Lucretia Childers, P.O. Box 5112, Jacksonville, FL 32247-5112; phone—(w) 904-646-2112, (h) 904-786-3575, e-mail—lchilder@fccj.org

Interpreting—an interpreter who changes a message from one language to another, conveying all essential elements of meaning and maintaining dynamic equivalence. Interpreting is a highly sophisticated and demanding mental task involving complex thinking and analytical strategies. Such complex mental tasks and bi-modal channels (aural/oral and visual/gestural) of communication requires above average intelligence, rapid mental processing, good working memory, the ability to sustain concentration under stress, and excellent predicting and closure skills.

Manually Coded English (MCE)—a variety of English-based signing systems used to represent the aural/oral language of English. Includes the Rochester method, Seeing Essential English (SEE 1), Signing Exact English (SEE II) and Conceptually Accurate Signed English (CASE).

National Association of the Deaf (NAD)—provides manual interpreter certification at 5 levels. The assessment is based on skills necessary for community work with adults.

Headquarters—814 Thayer Avenue, Silver Spring, MD 20910-4500; phone—301-587-1788; e-mail—nadinterp@nad.org; web site: www.nad.org

Oral Transliterater— an interpreter who listens to a spoken English message, then rephrases that message into clearly speech readable forms for a deaf consumer who uses speech and speech reading as primary forms of communication.

Quality Assurance Screening (QA)—an interpreting/transliterating screening to assess skills of individuals who work in the community with deaf or hard of hearing adults. The Florida Registry of Interpreters for the Deaf provides the screening. Candidates receive one of three levels and are considered apprentices in regards to national level certification.

QA Administrative Team Leader—Lucretia Childers, P.O. Box 5112, Jacksonville, FL 32247-5112; phone—(w) 904-646-2112, (h) 904-786-3575; e-mail—lchilder@fccj.org

Registry of Interpreters for the Deaf, Inc. (RID)—provides manual and oral transliteration and interpretation evaluation and certification. The evaluations assess skills in community-based situations with adults.

Headquarters: 333 Commerce Street, Alexandria, VA 22314; phone—703-838-0030, FAX—703-838-0454, e-mail—ntspa@rid.org; web site: www.rid.org

Signed English (SE)—a manual code for English which combines English grammatical order with ASL signs and some invented initialized signs. The transliterator expresses messages using this visual mode at the same time they mouth the words.

Signer—a person who can use manual communication to convey their own ideas or can act as a communication facilitator in a one-to-one situation where they have control of vocabulary level, speed, and opportunities to expand on the information presented. This person does not meet the DOE standards for educational interpreters.

Transliterator—an interpreter who changes a message expressed in one language into a code of the same language. For example, English to SEE II, English to CASE, English to cued speech, English to inaudible mouthed English.

TECHUnit—offers cued language proficiency examination and national certification for transliterators. CLTNCE, P. O. Box 3116, Silver Spring, MD 20918; phone—301-434-1137.



Florida Department of Education
Charlie Crist, Commissioner

ESE 311147 A