



**CHARLIE CRIST**  
COMMISSIONER

## FLORIDA DEPARTMENT OF EDUCATION

SHAN GOFF, CHIEF  
BUREAU OF INSTRUCTIONAL SUPPORT  
AND COMMUNITY SERVICES

August 22, 2001

### MEMORANDUM #2001-49

TO: Directors, Exceptional Student Education  
Contacts for Programs for Students Who are Deaf or Hard of Hearing

FROM: Shan Goff

SUBJECT: Draft Policy on Educational Interpreter / Transliterators Standards 2001

Enclosed is a copy of the draft state policy on Educational Interpreter / Transliterators Standards 2001 for educational interpreters working with students who are deaf or hard of hearing in K-12 public school programs. After reviewing statewide responses (December, 2000 and January, 2001) from consumers, parents, district administrators, interpreters, teachers and interested individuals to the draft policy, it was revised to address concerns. The following are the major changes made to the draft policy:

- The addition of a two (2) year "grace" period for current district employees. This will allow for current employees time to achieve at least the Apprentice Level.
- The addition of Provisional +36 hours tier. This will allow appropriate time for individuals to earn an AA or AS degree and provides another level for school districts to use in offering differentiated pay for employees who have reached the half-way point in completing their degree.
- A change in the requirements for Oral Transliterators due to the fact that there isn't a state evaluation or screening for this area. Oral Transliterators are required to pass only the written test portion of RID evaluation at the Apprentice and Provisional Levels. They will be expected to pass the performance test portion of the RID evaluation to move to the Provisional +36 hours Level.

The policy establishes a tiered system consisting of 4 levels: Apprentice, Provisional, Provisional +36 hours, and Proficient. The minimum requirement at the Apprentice Level is a high school diploma or General Education Diploma (GED) plus 6 hours of college credit and an evaluation or screening level. The Proficient Level requires an AA or AS degree and national certification of interpreting/transliterating skills. Time is provided for the interpreter to build skills necessary for meeting the requirements to advance to the next level. In addition to a specific duration time at each level, there are maintenance criteria which include professional development activities, college coursework, or a combination of the two.

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The Department of Education, Bureau of Instructional Support and Community Services, will continue to provide support to districts and interpreters/transliterators/cuers through the Educational Interpreter Project by providing activities and training, such as those listed below, which will assist interpreters in enhancing their skills and by producing technical assistance materials.

#### **TRAINING**

The regional workshops and summer institutes will address state competencies for interpreters/transliterators and skill building activities that interpreters need to progress to the next level of the standards in the state policy. Financial assistance for travel, meals, and housing will continue to be available for interpreters to participate in workshops and summer institutes.

#### **ON-SITE CONSULTATION**

The Educational Interpreter project also assists with specific needs of districts by providing on-site consultation, seminars, or workshops. If you would like to request this service, contact: Shannon Simon, Florida School for the Deaf and the Blind, at 1-800-356-6731 or e-mail: [simons@fsdb.k12.fl.us](mailto:simons@fsdb.k12.fl.us).

#### **RESOURCES**

A question and answer technical assistance paper (TAP) on the Educational Interpreter / Transliterator Standards 2001 Policy is being developed to assist districts and will be disseminated soon with a request for feedback. After districts review the draft and give input, the revised TAP and supporting information will be disseminated as a packet to all districts.

#### **USE OF POLICY**

Please share the attached policy with all district administrators, parents, teachers, and interpreters. The draft policy should be used to develop district policy and procedures incorporating these standards. Also, the state policy should be used by districts to develop and implement hiring/promotion criteria and incorporate standard levels in developing salary differentials to reflect interpreting/transliterating skills. The Bureau's plan is to develop a State Board of Education rule to establish required standards for educational interpreters after districts have had opportunities to implement the draft standards and make recommendations for changes and/or additions. If you have any questions concerning the state policy, contact Dr. Judy Heavner at 850/488-1106, Department of Education, Bureau of Instructional Support and Community Services, 325 West Gaines Street, Tallahassee, FL 32399-0400, or e-mail: [heavnej@mail.state.doe.fl.us](mailto:heavnej@mail.state.doe.fl.us).

SG/jhh

Enclosures

cc: Educational Interpreters