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Interpreter Preparation Programs

Specializing in

Interpreting in K-12th Grade Settings

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Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12th Grade Settings

A Project under the Auspices of the
National Technical Institute for the Deaf
Rochester Institute of Technology
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&
Monroe #1 Board of Cooperative Education Services
Rochester, NY

In Partnership with the
New York State Education Department,
Vocational and Educational Services for Individuals with Disabilities

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New York State Institutions of Higher Education Represented in Project

Bloomsburg University
Corning Community College
Dutchess Community College
Empire State College
Jefferson Community College
Keuka College
LaGuardia Community College
Mohawk Valley Community College
Monroe Community College
Onondaga Community College
National Technical Institute for the Deaf, Rochester Institute of Technology
Suffolk County Community College
University of Rochester
Vassar College

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I.   Introduction

This document focuses on measurable learning outcomes describing the knowledge, skills, and professional attributes qualified Sign Language interpreters must possess at the completion of a baccalaureate degree program specializing in Educational Interpreting in K-12th grades. According to Burch (2005), "Public education employs an estimated 4,000 individuals nationwide to meet the communication needs of 60% of all children who are deaf and who are enrolled in 'mainstream' pre-college classrooms." Burch also points out that 60% of graduates of all interpreter education programs gain employment in educational settings. Of even greater significance is the fact that the vast majority of currently employed educational interpreters across the United States lack formal education and training in interpretation (Jones, Clark, & Soltz, 1997). The absence of standardized curricula pertaining to interpreting in educational settings has led to weak and ineffective qualification requirements for educational interpreters.

When states do not have effective criteria regarding qualification requirements for educational interpreters, deaf, hard-of-hearing, and deaf-blind students are at serious risk of being unable to access the content of the educational curriculum. Educational systems are also at serious risk, as they have no substantive manner in which to ensure that they are providing federally mandated access to public education. The Registry of Interpreters for the Deaf (RID) Standard Practice Paper on Educational Interpreting states, "As a member of the educational team, the interpreter should be an educated and qualified professional." The intent of this document is to describe baccalaureate program performance outcomes that indicate educational interpreter readiness. However, the systems within which the interpreter works also need to develop a readiness to fully support an interpreted education in order to provide, to the greatest degree possible, equal access to public education. The interpreter is part of a complex system that attempts to make education accessible for deaf, hard-of-hearing, and deaf-blind students.

Standardizing the competency level of Sign Language interpreters leads to improved access to the curriculum for deaf, hard-of-hearing, and deaf-blind students and, therefore, increases the likelihood of these students receiving a free and appropriate education, assuming all other parts of the educational system are fully functional and supportive. One way to ensure that interpreters are able to provide access to the curriculum is to delineate the knowledge, skills, and individual attributes that interpreters should have in place upon graduating from a baccalaureate program with a degree or a concentration in Educational Interpreting.

This document consists of a preface explaining the complex context in which the educational interpreter works and the historical background for this document. The preface is followed by three sets of outcomes, one each for knowledge, skills, and professional attributes. Outcomes shown here should be in place at the completion of a baccalaureate degree in Educational Interpreting or a baccalaureate degree with a specialty track or minor in K-12th Grade Interpreting. Outcomes followed by an asterisk assume that the generalist portion of the interpreting program has already laid a solid foundation in the specified area(s). Within the specialization courses, these outcomes will be covered in greater detail.

Throughout the document the term K-12th grade is used and includes pre-Kindergarten settings. The duties and responsibilities of interpreters working with very young children will differ from the duties and responsibilities when working with older students in secondary settings. In general, the interpreter works to foster increasing independence as age increases.

This document builds on existing documents in the field of interpreting and educational interpreting including the Educational Interpreter Performance Assessment (EIPA) website http://www.classroominterpreting.org/, Douglas College's website which delineates program outcomes, http://www.douglas.bc.ca/programs/sign-language/program, the Distance Opportunities for Interpreter Training Center's Educational Interpreting Certificate Program (EICP), and the competencies for graduates of baccalaureate degree programs as described in *Toward competent practice: Conversations with stakeholders*, as well as the Commission on Collegiate Interpreter Education http://www.ccie-accreditation.org/. A recommended course sequence follows the outcomes. Additional suggested readings are listed at the end of this document.

"Interpreting," as used in this document, means to convey a message from sign language to spoken English, and from spoken English to sign language (including various forms of signing that follow English syntax), and that the interpreting services are provided for all children and adults present in the classroom and in other venues within the educational system, including members of the academic community, non-signing administrators, support staff, teachers, and students who are hearing. In addition, deaf adults who are parents of children attending school or who are teachers in a classroom with non-signing children may also require interpreting services.

A.   Systems Approach for Educational Interpreting

An integral part of a Free and Appropriate Public Education (FAPE) for deaf, hard-of-hearing, and deaf-blind students in K-12th grade settings is the fact that access to the curriculum is often provided through an interpreter. Factors that have influenced the requirement for interpreted education are rooted in legislation (e.g., P.L. 94-142, Individuals with Disabilities Education Act [IDEA], and No Child Left Behind Act [NCLB]). Additional factors have been brought into play by educational systems and their policies, administrators, teachers, school staff, parents, students, and interpreters. The complexities of the educational interpreting task and the systems involved have led the Registry of Interpreters for the Deaf (RID) to develop a Standard Practice Paper on Educational Interpreting.

The RID Standard Practice Paper states:

> *Educational interpreting is a specialty requiring additional knowledge and skills. In the classroom, the instructional content varies significantly, and the skills and knowledge necessary to qualify an interpreter vary accordingly. In the primary grades, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies, and language arts, and should have an understanding of child development. At the secondary level, the interpreter needs sufficient knowledge and*

understanding of the content areas to be able to interpret highly technical concepts and terminology accurately and meaningfully.

The work of interpreters is often dictated and affected by the varied and changing systems that make up public education in America. These systems include federal and state laws, educational institutions and their policies, administrators, teachers, and school staff roles and responsibilities, parental expectations, student needs, and finally, relationships with other interpreters in the educational setting.
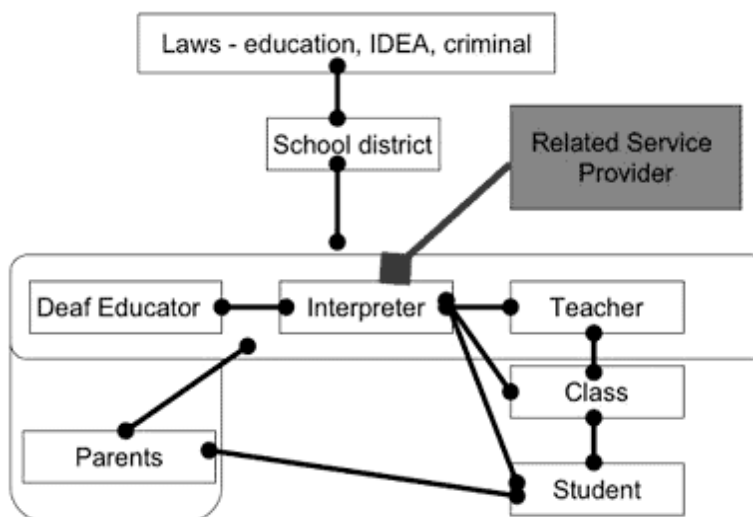
According to the Educational Interpreter Performance Assessment (EIPA) website, www.classroominterpreting.org:

> *The context of educational interpreting and the responsibilities placed on the interpreter are very different than those in the community setting. The educational interpreter is a member of an educational team that has a federal obligation to educate a student with special needs. As a related service provider, the educational interpreter has legal responsibilities to support a child's education, providing the student access to the general curriculum. These legal responsibilities define a very different scope of practice for the educational interpreter than for the adult community interpreter.*

Historically, the interpreter and his or her skill, or lack of skill, has been the focus of the discussion surrounding an interpreted education. However, to provide the fullest access to education, the interpreter and deaf student must be situated in a *system* that is *interpreter-ready*. An interpreter-ready system is one that is aware and supportive of the fact that the interpreter is part of the educational team and has certain duties and responsibilities. The interpreter-ready system must acknowledge that an interpreter's skill, knowledge, and professional attributes must be situated within a functional system *before* an interpreter can provide benefit to teachers and students or other parts of the educational system. This document is a fresh chance to be proactive in the education of deaf, hard-of-hearing, and deaf-blind students by viewing educational interpreting as part of a fully functioning educational system.

The schematic representation on the next page shows a variety of systems impacting the educational interpreter. However, it must be understood that although the interpreter is integral to the system, s/he is not responsible for the design or effectiveness of the system. It is equally important to note that, to date, most personnel within educational institutions do not fully comprehend the concept of an interpreted education and its implication for deaf, hard-of-hearing, and deaf-blind children's academic, linguistic, cognitive, and social development.

The following figure and italicized text appear on the Classroom Interpreting website (http://www.classroominterpreting.org) and depict the relationship that an educational interpreter has with numerous members of the school, the educational team, and within the classroom.

The educational interpreter has numerous relationships with different obligations to each. These obligations include:

• *A member of the educational team − There are many legal obligations that come with being a member of an Individual Education Plan (IEP) team. The interpreter has a responsibility to understand and help implement the student's IEP. He or she also has a responsibility to work as a member of the team and to keep the team informed. All decisions regarding the student's education should be made by the team.*

• *An interpreter for a specific student − Educational interpreters have a responsibility to help maximize a student's learning. They should adapt interpreting to the student's developmental level across a wide range of domains, if necessary.*

Educational interpreters must also acknowledge that they have accepted the huge responsibility of working with a developing child. With that comes the responsibility to treat all children with equality and respect.

• *A professional working in a classroom − All adults in educational settings have obligations that come with working with children and youth. All professionals foster development in all members of the school community, not just those in their specific charge.*

Interpreters can help the deaf or hard-of-hearing student become accepted within the classroom by seeing themselves as a member of the classroom, not just belonging to the deaf or hard-of-hearing student. It is beneficial to both the hearing students and the deaf

or hard-of-hearing student to see the educational interpreter assisting and supporting other learners when s/he is not needed to interpret.

• *A member of the school community* − *Schools are communities of practice, and the educational interpreter is a member of that larger community. Most professionals in schools wear many hats and share many responsibilities that come with managing an educational program. Educational interpreters should contribute to the health and welfare of the larger community. They should understand and follow the professional guidelines within that educational community.*

In the context of the system approach outlined above, this document identifies a number of factors necessary for providing a Free and Appropriate Public Education (FAPE) for deaf, hard-of-hearing, and deaf-blind students.

B.   Readiness Factors

1. System readiness. The system addresses all factors necessary in order to provide FAPE, including, but not limited to:
   • Defines requirements for educational interpreters
   • Understands the parameters of the interpreter's role
   • Conducts appropriate student assessment
   • Employs qualified staff with defined requirements and roles for all staff involved in the student's educational plan
   • Works with the educational team and parents to review all potential educational options for the child

2. School community readiness. The school community provides preparation regarding working with interpreters, deaf, hard-of-hearing, and deaf-blind students for:
   • Teachers
   • Administrators
   • Staff
   • Hearing peers

3. Teacher readiness. The teacher prepares for instructional work with:
   • Interpreters
   • Deaf students
   • Hard-of-hearing students
   • Deaf-blind students

4. Student readiness. The student:
   • Has had exposure to a language-rich environment outside school
   • Does not rely on the interpreter to be a language teacher

5. Interpreter readiness. The interpreter has:

- Graduated from a program effectively incorporating the outcomes in this document
- Obtained a minimum of a 3.5 level on the EIPA

This document focuses on one aspect of these complex interactions within the educational system, item 5 above. Although there are many considerations for providing FAPE, as mentioned above, this document focuses solely on the fundamental and requisite knowledge, skills, and professional attributes required of Sign Language interpreters who work effectively within educational systems that include deaf, hard-of-hearing, and deaf-blind students. This document provides guidance to assist educational systems in determining to what extent they are providing FAPE for deaf, hard-of-hearing, and deaf-blind students, and, if necessary, declare when they are not able to comply and direct parents to other resources that can serve the needs of their children.

C.   Who Will Benefit From this Document?

- Parents
- Educational institutions—school administrators and teachers
- Supervisors/providers of support services
- Educational policymakers
- Departments of education
- Interpreter educators
- Professionals in the field of educational interpreting
- Students considering a career in educational interpreting
- Practitioners of educational interpreting, with an emphasis on guiding in-service training
- Employers of educational interpreters
- Researchers
- Lawmakers

This document delineates measurable outcomes for the *knowledge, skills, and professional attributes* that baccalaureate interpreting programs offering a degree or specialization in Educational Interpreting should address. Graduates of these programs will have had appropriately supervised practicum (or internship) placements that allow students to demonstrate their knowledge, skills, and individual attributes in educational settings. The outcomes presented within this document are the culmination of an inclusive process (described later in this document) that allowed for integration and collaboration from numerous expert sources.

Educational systems must be fully functioning in terms of at least the five main factors described above (system readiness, school community readiness, teacher readiness, student readiness, and interpreter readiness) in order to provide access to a Free and Appropriate Public Education. One of these factors, interpreter readiness, is contingent upon the skill and preparation of the educational interpreter. The interpreter's competency is, in turn, contingent upon well-structured interpreter education. There is an important interaction between educational interpreter preparation program outcomes and competent interpreter performance in the educational setting.

Well-defined outcomes of educational interpreter programs can lead to better curricula for these programs with the goal of complying with national standards for interpreter education programs.

When professional standards are developed and upheld, program faculty members know how graduates must be able to perform upon graduation. These same standards can assure the public and K-12th grade educational systems that, regardless of where the interpreter was educated, these outcomes have guided curricular design. Thus, standards set the level of achievement at which educational interpreters are to perform.

An educational interpreter must learn to interpret and be knowledgeable about educational theory, child language development, and the impact of an interpreted education on the student. Educators and educational interpreters must be in constant dialogue with each other regarding the progress of the student receiving an interpreted education as well as the process of this type of education.

The educational interpreter is a crucial part of the educational team, facilitating the goals of state education departments, school districts, classroom instructors, parents, and all students in the educational environment. Interpreters are required to demonstrate a wide range of professional interpreting skills in the K-12th grade environment. These skills must be built on a foundation that includes competence in ASL and English *prior* to interpreter education. Strong language skills provide the basis for developing interpreting skills within the context of a baccalaureate or post-baccalaureate degree in interpreting. The concentration on Educational Interpreting courses within the curriculum assumes that students already possess American Sign Language competence *and* English competence, as well as general interpreting abilities, prior to taking the specialized courses.

The basis for accurate, reliable interpreting rests in the interpreter's degree of language ability, frequently called "Language Competence." Educational interpreters must have competence in English and American Sign Language. The most commonly used model of language competence includes four main areas: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Each area is described briefly below.

D.   Language Competence

Grammatical Competence
Grammatical competence is the ability to *use* the forms of the language (words and sentence structure) rather than simply discuss the grammar of a language.

Discourse Competence
Discourse competence is the ability to understand and create forms of the language that are longer than sentences, such as stories and conversations.

Sociolinguistic Competence

Sociolinguistic competence is the ability to use language appropriately in different contexts. Sociolinguistic competence overlaps significantly with discourse competence, because both involve the expression and negotiation of meaning according to culturally derived norms and expectations.

Strategic Competence
Strategic competence is the ability to compensate for lack of ability in any of the other areas.

E.   The Process Leading to These Outcomes

In 1998, the New York State Department of Education (NYSED), Vocational and Educational Services for Individuals with Disabilities (VESID), awarded a five-year grant to the National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology (RIT) and Monroe #1 Board of Cooperative Educational Services (BOCES). The grant effort focused on a) creating four New York State regional sites to locate, register, and screen interpreters working in Pre-K-12th grade settings, and b) creating and developing new Educational Interpreting degree programs. This grant effort underscored the need for improvement in the quality of interpreting services and the quantity of educational interpreters in New York State.

At the completion of the five-year grant, NYSED awarded NTID at RIT and Monroe # 1 BOCES a Technical Assistance Center (TAC) Contract Project for an additional five years, 2003-2008. This effort initiated a statewide collaborative effort culminating in the creation of measurable learning outcomes for ASL coursework and baccalaureate coursework in Educational Interpreting. This document contains the outcomes for educational interpreting courses and was created though partnerships with institutions of higher education and collaboration with New York State stakeholders and national experts. The outcomes for ASL coursework, *Learning Outcomes for American Sign Language Skills Levels 1-4,* can be found at http://www.lulu.com and at https://ritdml.rit.edu/dspace (Digital Media Library at RIT).

In 2005 the TAC project convened a Think Tank consisting of 35 participants from New York State, as well as several national experts and presenters/facilitators. The participants began the identification of competencies necessary in the design of American Sign Language courses as pre-requisites to interpreter education and in the design of post-secondary courses to prepare interpreters to work in the K-12th grade settings.

Since 2005, expert consultants and authors have been designing this document. The educational interpreting outcomes took into account existing resources including the Educational Interpreting Performance Assessment (EIPA), the Educational Interpreting Certificate Program (EICP), and the competencies for graduates of baccalaureate degree programs as described in *Toward competent practice: Conversations with stakeholders* (2005), and the benefit of input from many experts across North America.

In April 2006, New York State stakeholders convened to build a statewide infrastructure

consisting of educators and administrators from Institutions of Higher Education (IHE) and other partners. During the two-day meeting, participants reviewed draft versions of measurable learning outcomes for ASL 1-4 courses and upper-level Educational Interpreting courses. Invaluable feedback was provided, and further revisions were undertaken. A second statewide infrastructure meeting was convened in April 2007 and resulted in discussion of how to incorporate the learning outcomes practically through model lesson plans and, most importantly, to determine future partner needs in addressing these outcomes within programs.

During the summer of 2006, Summer Institute courses were offered to three New York State populations: 1) current students of interpretation, 2) teachers of interpretation, and 3) K-12th grade interpreters. Selected learning outcomes were successfully incorporated into each course. During the Summer Institute of 2007, two new courses guiding the use and incorporation of learning outcomes were offered to instructors of ASL or instructors of interpretation.

Additional input was also received from New York State stakeholders and participants in the Summer Institute courses of 2006 and 2007. A final review of the Educational Interpreting Learning Outcomes was conducted by nationally known experts from the field of interpreter education, Patty Gordon and Kevin Williams. The outcomes appear in the next section.

II.   Measurable Learning Outcomes

A.   Knowledge Outcomes

This section delineates the types of knowledge that the successful graduate should demonstrate at the completion of a baccalaureate degree in Educational Interpreting or a baccalaureate degree with a specialty track or minor in K-12th grade interpreting. This section addresses the following topics: roles and responsibilities, interpreting, the educational environment, education theory, legislation, and technology.

Outcomes marked with an asterisk (*) are associated with generalist interpreter education, meaning that students already have the ability to demonstrate basic knowledge as it applies to interpreting. Within the context of this document, the following outcomes more specifically address interpreting in educational settings using the solid foundation acquired in general interpreting courses and/or programs.

1. Roles and Responsibilities

    a. Roles and Responsibilities in the Educational Environment
        1) Lists the duties, other than interpreting, that an interpreter may be asked to assume (e.g., provide tutoring, assist with lunchtime or playtime activities, participate in IEP meetings).
        2) Explains how and why the interpreter should prepare for interpreting assignments (e.g., takes responsibility to prepare for assignments by reviewing textbook content, lesson plans, and other available resource material). *
        3) Explains the interpreter's role in teaching sign language (e.g., explains that teaching sign language requires formal training).
            a) Identifies resources where the school can secure qualified teachers of sign language (e.g., provides information regarding obtaining sign language instruction). *
            b) Describes situations when it may be appropriate for the interpreter to informally teach sign language within an educational environment (e.g., Sign Club, Pledge of Allegiance, sign of the day).
        4) Advocates for an accessible, inclusive educational environment.

    b. Roles and Responsibilities on the IEP Team
        1) Describes what information is appropriate for educational interpreters to provide to the IEP team.
        2) Describes how decisions are made regarding sign language use in the classroom (e.g., ASL, manually coded English).
        3) Describes ways of informing and discussing student progress with the IEP team to the extent that the interpreter is qualified to do so (e.g., communicative competence).

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4) Explains why the classroom teacher is responsible for developing and conveying behavioral expectations and disciplinary practices in the classroom and his or her responsibility as an adult member of the classroom environment (e.g., articulates his or her role as an adult in the classroom responsible for upholding the behavior management of all students).

5) Explains why the classroom teacher, rather than the interpreter, is responsible for communicating with parents.

6) Describes how a job title and a job description are essential tools to help define the roles and responsibilities of an educational interpreter (e.g., interprets rather than teaches).

7) Describes how to negotiate hours of work and pay in a professional manner when asked to interpret for extra-curricular activities.

8) Increases self-awareness and professional maturity through active involvement in professional associations, educational teams, the Deaf community, and educational and cultural activities. *

9) Describes the importance of collegial and mentor relationships with experienced practitioners. *

2. Interpreting

   a. Interpreter Preparation

   1) Explains why an educational interpreter should have a baccalaureate degree and how this education prepares interpreters for effective work in the educational setting that enhances student progress and participation.

   2) Explains what preparation interpreters should expect to undertake for classroom assignments (e.g., preparation time to plan for interpreting future lessons, review assignments, do research related to content of planned instruction).

   3) Explains what preparation interpreters should expect to undertake for non-classroom assignments (e.g., field trips, book author readings, assemblies).

   b. Educational Discourse and Interpretation

   1) Explains why interpreting a lesson does not necessarily make it accessible (e.g., poetry or read-aloud activities may not translate well into sign language because of rhyme, pitch, or other sound-based parameters).

   2) Explains the importance of understanding assignment goals, philosophies, and expected outcomes (e.g., interpretation reflects the intended meaning of student's and teacher's comments).

   3) Explains why interpreters must have access to class materials and lesson objectives in advance (e.g., understand the concepts, cognitively organize the content, and learn new vocabulary).

   4) Describes how interpreting for younger students will differ from interpreting for older students or adults in the educational environment (e.g., the most skilled interpreters should work with younger children due to language

learning issues, younger children may be more dependent on interpreters than older children).

    c. Sign Systems

        1)   Explains why exposure to visual/manual codes for spoken English does not necessarily provide access to language or to the curriculum (e.g., uses language that is accessible by the student).

        2)   Describes why it is inadvisable for interpreters to "invent" signs (e.g., comprehends the role and function of fingerspelling for literacy, demonstrates respect for the Deaf community by not altering sign language). *

        3)   Explains the ways in which invented sign systems may impede the student's communication with other Deaf people (e.g., describes that sign inventions may cause difficulty for the student when communicating with Deaf adults or in college).

3. Environment

    a. Classroom Environment

        1)   Describes classroom environmental factors that the interpreter should assess and discuss with the educational team (e.g., seating arrangements, visual access, lighting, use of media).

        2)   Describes possible physical distractions in the educational environment and appropriate solutions within the setting (e.g., noise in the classroom or hall must be blocked out at times or briefly interpreted as "noise" and generally ignored after that).

        3)   Describes the difference between environmental problems and learning challenges or difficulties (e.g., difficulty in accessing language is not the same as difficulty in mastering course content).

        4)   Explains why attending simultaneously to multiple classroom visual stimuli may be impossible for deaf students (e.g., attempting to watch the interpreter and a movie at the same time).

        5)   Explains how to decide which type of interpreting to use when students have differing needs (e.g., transliterating, interpreting, manually coded English).

    b. Environment and Hearing Loss

        1)   Describes the effect of congenital versus adventitious hearing loss on language acquisition (e.g., delayed language may accompany undiagnosed congenital loss). *

        2)   Explains how language and/or mode used in the deaf child's home may differ from language use in the educational setting (e.g., oral communication emphasized in the home, while signing is used in the classroom).

        3)   Explains the effect of amplification on the educational process and how it interacts with the interpreting process (e.g., hearing aids, cochlear implants).

4) Describes the effect of noisy environments for students using amplification (e.g., loud noises may irritate, speech discrimination may be affected).

5) Describes the cross-cultural implications of class identification, social and economic status, and literacy, and how these factors interact with hearing loss and educational achievement.

4. Education Theory

   a. The Role of Abstraction in Education
      1) Defines the term "abstraction" and how it is used in education (an ideational structure, a concept, schema, 'big picture').
      2) Describes effective methods of support for learning new concepts (e.g., practice, repetition).
      3) Outlines the ways to facilitate a student's understanding and maintenance of targeted concepts (e.g., asks questions, requests a summary).

   b. Language Literacy in Public Education
      1) Explains how language structure is altered significantly around the third grade (e.g., asks questions, requests a summary).
      2) Explains the difference in demands on the student when reading for pleasure or for academic content (e.g., BICS, CALP, differences in vocabulary, grammatical complexity).
      3) Explains the role of world knowledge in literacy (e.g., newspapers, captioned TV, movies).
      4) Explains how reading to children affects learning to read (e.g., new sign-word correlations, acting out stories).
      5) Describes the impact of vocabulary on learning to read (e.g., new signs, new words in print).
      6) Compares academic language with daily conversation (e.g., formal vs. informal language).

   c. Bilingualism, Language Development, and Hearing Loss
      1) Compares the development of ASL and spoken languages (e.g., timeframes and order of acquisition). *
      2) Explains why the early detection of hearing loss is critical (e.g., access to written and signed/spoken languages). *
      3) Describes language development for children whose development is affected by hearing loss.
         a) Explains the potential impact of hearing status of parents on language development.
         b) Categorizes and compares age-appropriate language skills for children with and without hearing loss.
      4) Explains what the interpreter needs to know about the student's language and cognitive skills (e.g., autism, Down Syndrome, normal intelligence).

5) Explains the impact of auditory educational design on accessibility and interpretability (e.g., the focus is on phonemic awareness and contrast and lexical development in English, many sound-based events are not translatable).

6) Explains metalinguistic awareness in school-aged children (e.g., intonation, pausing, and emphasis).

7) Explains why deaf students may need explicit instruction in English and ASL (e.g., grammar, syntax, sign production, fingerspelling).

   d. Visually Accessible Education

      1) Describes the broader principles of an accessible education

         a) By grade level

         b) By content

      2) Identifies features of educational strategies that make it difficult or impossible to achieve visual accessibility through interpretation.

5. Legislation Affecting Deaf Children

   a. Describes the historical evolution of the Individuals with Disabilities Education Act (IDEA), formerly called Public Law 94-142 (Education of All Handicapped Children Act), and how it applies to education and interpreting.

   b. Describes Free and Appropriate Public Education (FAPE) and the types of interaction among members of the educational team that can bring this about.

   c. Describes the historical development of No Child Left Behind Act (NCLB), its application to the education of deaf, hard-of-hearing, and deaf-blind children and its impact on educational interpreting.

   d. Describes how Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) relate to access for deaf, hard-of-hearing, and deaf-blind adults in the educational system and how these accommodations relate to educational interpreting (e.g., Deaf parents having accommodations to meet with teachers or attend school functions).

6. Technology Related to Deafness

   a. Defines and explains the relevance of cochlear implants and other assistive devices to education (e.g., auditory cues).

   b. Explains how to make captions available on captioned films or on TV and requests that captioned versions of films be selected over non-captioned media.

   c. Explains how Video Remote Interpreting (VRI) or Video Relay Services (VRS) could be used to enhance educational interpreting (e.g., when a regularly assigned interpreter is sick).

B.   Skills Outcomes

In addition to general interpreting skill, this section addresses skills related to working in the educational environment, both in the classroom and the school system. Topics included in this section are: interpreting, classroom and logistics, professional development, health awareness, and use of technology in the educational environment.

Outcomes marked with an asterisk (*) are associated with generalist interpreter education, meaning that students already have the ability to demonstrate basic skills as they apply to interpreting. Within the context of this document, the following outcomes more specifically address interpreting in educational settings using the solid foundation acquired in general interpreting courses and/or program.

1. Interpreting

   Demonstrates the ability to interpret appropriately between hearing and deaf people of various ages in the educational environment. (This includes interpreting between a non-signing teacher and a deaf student, or a deaf adult and other non-signing members of the educational environment.)

   "Interpret appropriately" includes the ability to demonstrate both skills that would be applied to any interpreting context and those specific to the educational context. Skills necessary for any interpreting context should be present at the completion of a generalist interpreter education program. These general interpreting skills are enhanced through specialized education covering the outcomes listed here.

   a. General Interpreting Skills
      1) Renders the source message (typically English) into the target language (typically Sign Language) without distortion. *
      2) Demonstrates comprehension of the source message. *
      3) Seeks clarification of the source message using appropriate clarification techniques. *
      4) Manages the process of interpreting (e.g., deciding when to start interpreting, interrupting the speaker if need be). *
      5) Demonstrates cognitive processing strategies appropriate to the interpreting process. *
      6) Makes corrections and repairs to the rendered message as necessary. *
      7) Develops a sense of the whole message (e.g., gestalt, the pragmatic drive, and design of the message). *
      8) Uses appropriate suprasegmental features (e.g., prosody, rhythm, stress, discourse-framing patterns). *
      9) Conveys phrasal and sentence boundaries appropriately. *
      10) Uses register variation appropriately. *
      11) Moves effectively between consecutive and simultaneous interpretation. *

12) Uses signing space appropriately. *
   a) Uses verb directionality/pronominal system appropriately.
   b) Uses comparison/contrast, sequence, and cause/effect correctly.
   c) Demonstrates location/relationship using the ASL classifier system (e.g., uses indexing to indicate speakers in the environment).
   d) Follows principles of discourse mapping.
13) Demonstrates the ability to ignore internal/external distractions when receiving a source language utterance. *
14) Uses eye contact/movement appropriate to the interpreting process. *
15) Demonstrates correct production and use of non-manual adverb/adjective markers (e.g., facial grammar to indicate yes/no questions, "wh-" questions, and manner of action). *
16) Demonstrates appropriate basic adjective and adverb mouth morphemes in ASL (e.g., SOA, LR-LF, CHA, BOP, IS, OOO). *
17) Demonstrates accurate fingerspelled-word recognition skills. *
18) Demonstrates clear expressive fingerspelling. *
19) Uses English morphological markers (i.e., mouthing) as appropriate. *
20) Adds no extraneous words/sounds or visual elements to the message. *
21) Indicates who is speaking. *

b. Skills Specific to the Educational Setting

1) Prepares for interpretation prior to class and debriefs with the educational team when appropriate (e.g., meeting with teacher, reading and reviewing textbooks and class-related materials).
2) Analyzes the message for educational discourse patterns and structure (e.g., academic form and framing).
3) Analyzes the message for key educational content.
4) Identifies and conveys the goal and objectives of the lesson within the interpretation (e.g., these goals and objectives may be obtained during discussion with the teacher).
5) Uses a range of prosodic markers (e.g., rhythm and stress patterns to emphasize sentence boundaries, stress specific vocabulary words, signal key concepts and important aspects of the lesson).
6) Represents the jargon associated with subject areas (e.g., the language of mathematics, social studies, English).
7) Represents key content using fingerspelling and existing signs, when possible, to convey the same lexical item.
8) Refers to and integrates visual information in the classroom environment that supports the content of the lesson (e.g., pointing to board, pointing to a specific book passage, suspending interpretation while students observe demonstration).
9) Exhibits appropriate demeanor and interaction in the classroom.
10) Manages interpretation of turn taking in the classroom.

2. Classroom and Logistics

   a. Positions oneself for maximum visual access within the educational environment.

   b. Considers student's level of maturity when reacting to a student's behavior (e.g., desire to talk to other students, inattentiveness, and silence).

   c. Adjusts signing according to the needs of the student/adult (e.g., tactile for deaf-blind, larger and slower signing for young children).

   d. Demonstrates sensitivity to the student's needs to explore his/her identity independent of the interpreter.

   e. Demonstrates strategies for interpreting in varying situations and locations outside of the classroom (e.g., fire drill, playground, cafeteria, nurse's office).

   f. Demonstrates strategies for interpreting in varying environmental conditions within the classroom (e.g., small group discussion—formal and informal, presentations using PowerPoint, movies or other visual media, read-aloud activities, intercom announcements).

3. Professional Development Plan

   a. Develops a plan to improve interpreting skills in the educational environment based on professional skill review.

   b. Develops a plan to increase knowledge and skills necessary to work more effectively in the educational setting.

   c. Develops a system to prepare for the content of daily lessons.

   d. Regularly videotapes and views one's own interpreting work in the classroom for the following skills:
      1) Message preservation
      2) Use of space
      3) Fingerspelling
      4) Non-manual grammatical feature
      5) Appropriate demeanor and interaction in the classroom

   e. Works with mentor or supervisor to determine future professional development goals. *

4. Health Awareness

   a. Performs exercises to maintain health (e.g., prevent Repetitive Motion Injury, stress, cognitive fatigue). *

   b. Schedules and takes breaks for physical and mental or cognitive rest. *

   c. Ensures that sufficient preparation time is afforded during the work day. *

   d. Negotiates for an appropriate work environment (e.g., ergonomic chair or stool, access to staff lounge, locker for personal effects, office space to prepare for work). *

5. Technology

   a. Demonstrates the ability to use appropriate lighting (e.g., uses a small light to illuminate signing during movies or other activities where the overhead lighting is turned off). *

   b. Demonstrates knowledge of adaptive technologies and when to integrate them into the educational environment (e.g., CART, Write-well, voice activated software, open captions).

   c. Demonstrates the ability to use microphones. *

   d. Demonstrates the ability to use FM systems. *

   e. Demonstrates awareness of when to use video remote interpreting, video relay services, and audio/video conferencing. *

   f. Demonstrates the ability to adapt to the interpreting needs of students adjusting to cochlear implants.

6. Communication Skills

   a. Demonstrates clear communication skills for daily work in the educational system (e.g., spoken English, writing).

   b. Demonstrates effective communication with the educational team and students (e.g., role, register, decorum).

C.   Professional Attributes Outcomes

These outcomes address the unique ethical considerations of interpreting in an educational environment versus those that apply to working in other settings such as medical, legal, or community-based interpreting. Although some of these outcomes also may be reflected in the knowledge and/or skills sections, it is important to highlight them separate from, and in addition to, those in the skills and the knowledge sections. Some attributes may overlap with knowledge or skills outcomes, but listing these attributes here will ensure completeness during curriculum development for interpreter preparation programs and may assist in developing evaluation tools for interpreters in educational environments.

The interpreting profession has two overarching professional codes of conduct. The National Association of the Deaf-Registry of Interpreters for the Deaf Code of Professional Conduct and the Educational Interpreting Performance Assessment (EIPA) Professional Code of Conduct are descriptive codes for professional behavior. The EIPA Professional Code of Conduct specifically addresses interpreting in K-12th grade settings. However, all interpreters working in the educational setting need to be cognizant of both codes in addition to the legal and operational policies and procedures of educational systems.

Topics in this section include individual attributes, confidentiality, effective communication, commitment to personal and professional development, suitability for working in K-12th grade settings, professional boundaries, and adhering to national codes of conduct. The latter, the codes of conduct, are subordinate to federal and state laws, as well as educational codes of decorum and conduct.

Section 1, Individual Attributes, applies to generalist Interpreter Education Programs, while Sections 2 through 7 refer specifically to Educational Interpreting Program outcomes.

Outcomes marked with an asterisk (*) are associated with generalist interpreter education, meaning that students already have the ability to demonstrate basic professional attributes as they apply to interpreting. Within the context of this document, the following outcomes more specifically address interpreting in educational settings using the solid foundation acquired in general interpreting courses and/or programs.

1. Individual Attributes

    a. Identifies problems related to interpreting and seeks solutions. *

    b. Seeks resolution to conflicts in a professional manner. *

    c. Requests assistance from supervisors and administrators as necessary. *

    d. Demonstrates negotiation strategies. *

    e.   Identifies problems related to communication. *

    f.   Seeks assistance from mentors as appropriate. *

    g.   Shows respect and professional decorum during interactions with all parties. *

    h.   Applies culturally and situationally appropriate behavioral norms (e.g., introductions, turn taking, follow up). *

    i.   Dresses in a professional manner appropriate to the educational setting. *

    j.   Arrives on time and is prepared for work. *

    k.   Takes responsibility for one's own work. *

2. Confidentiality

    a.   Keeps all communication confidential between the student and the interpreter except where appropriate or required (e.g., a child may be in danger).

    b.   Is fully aware of and complies with legal, district, and school policy.
        1)   Informs students of the interpreter's responsibility to share relevant information with administration and school personnel regarding student safety (e.g., discussion of abuse, suicide, drug use, weapons, threats).
        2)   Discusses relevant information with the educational team (e.g., role of the interpreter, classroom logistics, student's comprehension of language, communication style and mode, managing new vocabulary, and visual accessibility in the classroom, as well as the student's social-emotional well being).

3. Effective Communication

    a.   Communicates proactively with the teacher (e.g., discussing course content, preparatory materials, strategies for interpreting tests, accessibility of the lesson).

    b.   Shares information regarding the role and function of interpreters in the classroom with teachers, note takers, substitutes, aides, students, parents, and other support and administration personnel in a proactive manner.

    c.   Describes why the interpreter may not be qualified or may not be appropriate to interpret in every situation (e.g., legal meeting, IEP meeting while also participating, counseling sessions, assemblies, content beyond ability).

    d.   Explains the importance of awareness of multicultural issues in education.

e. Demonstrates strategies for navigating a variety of institutional cultures specific to the educational arena in a politically correct manner (e.g., uses appropriate chain of command seeking information or requests, understands roles of other members of the educational environment and how they relate to the interpreter's role).

4. Commitment to Professional and Personal Development

   a. Develops an ongoing professional development plan. *

   b. Seeks opportunities for professional diagnostic evaluation and credentialing. *

   c. Joins local, state, and national professional associations related to interpreting and interpreting in educational settings.
      1) Attends and participates in educational interpreter meetings at local, state, or national levels on a regular basis. *
      2) Attends school activities as appropriate (e.g., parent teacher association meetings, assemblies, sporting events).

   d. Actively participates in the community at large (e.g., association of the deaf, Deaf Awareness Week, deaf club, neighborhood associations, attention to world and local news). *

   e. Seeks sign language advice from deaf adults. *

   f. Seeks mentoring and networking opportunities. *

   g. Explains requirements for certification and standards for educational interpreters.

5. Suitability for Working in K-12th Grade Settings

   a. Determines whether the interpreter's personality is a match for the demands of the educational setting (e.g., grade level setting, degree of noise tolerance, comfort with longitudinal responsibility, ability to work in hierarchy).

   b. Demonstrates the ability to be a life-long learner (e.g., currency with technology, social awareness, political trends, new content areas).

   c. Demonstrates self awareness (e.g., is aware of the importance of role modeling for children and youth).

   d. Understands personal skill or knowledge limitations that may affect student outcomes.

6. Professional Boundaries

   a. Gives examples and explains the importance of boundaries between the educational team, staff, interpreters, and students (e.g., explains role to students, faculty).

   b. Describes and gives examples of how boundaries are different when working with younger and older children (e.g., negotiates with older students regarding social issues, provides more independence to older students).

7. National Codes of Conduct

   a. Compares the NAD-RID Code of Professional Conduct with the EIPA Code of Conduct.

   b. Contrasts the NAD-RID Code of Professional Conduct with the EIPA Code of Conduct.

III. Possible Course Sequencing for Educational Interpreting Track Within a B.A. Program

1st year	2nd year	3rd year	4th year
Fall	Fall	Fall	Fall
Core	Core Child Development	Educational Systems (two 2-credit or one 4-credit), Skills (e.g., translation, educational discourse, role and ethics)	Skill and Professional Attributes for EI 3 credits + 1hr lab
Spring	Spring	Spring	Spring
Core	Core Principles of Teaching	Skill and Professional Attributes for EI (Grades K-12) 3 credits	Practicum (elementary and secondary), seminar 3 credits + portfolio and educational systems

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NOTES

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Dr. Taylor was the Project Coordinator for the process of collaboration and for the writing of this document as well as a second related document, *Learning Outcomes for American Sign Language Skills Levels 1-4*. She is the founder and director of Interpreting Consolidated, a company formed to provide consultation, evaluation, research and publishing services to interpreting communities worldwide. Dr. Taylor holds national certification in both Canada and the United States and has dedicated over 30 years to the advancement of sign language interpretation in North America and abroad. She completed her Ph.D. with an emphasis in measurement and assessment. Based on research funded by two national Canadian doctoral fellowships, Taylor has published two books, *Interpretation Skills: ASL to English* and *Interpretation Skills: English to ASL*, both widely used as texts in interpreter preparation programs. In addition she has produced the DVD *Pursuit of ASL: Interesting Facts Using Classifiers* with Angela Petrone Stratiy. Most recently, she is researching and consulting on projects related to assessment and evaluation, video-relay competencies and the crisis of the shortage of qualified interpreters in the United States, material and curriculum development, distance learning and instruction delivery, as well as educational and health care interpreting.