

Competencies of Educational Interpreters - 2001

Knowledge of Interpreting

- **1. Demonstrate knowledge of the history of general interpreting and more specifically educational interpreting.**
 - 1.01 Describe the evolution of interpreting as a profession.
 - 1.02 Name the professional organization for interpreters and describe its services.
 - 1.03 Name the state organization and describe its services.
 - 1.04 List the names of evaluations/screenings both national and state available to interpreters in K-12 educational settings.
- **2. Demonstrate knowledge of the educational interpreter evaluation process in the State of Florida.**
 - 2.01 Identify the organization administering the evaluation.
 - 2.02 Identify the components of the evaluation.
 - 2.03 Describe the Levels of skill awarded and the validity period.
 - 2.04 Describe the procedure for re-evaluation.
 - 2.05 Identify the types of competencies assessed during the evaluation.
- **3. Demonstrate knowledge of resources in the field of educational interpreting.**
 - 3.01 List 4 types of resources for improving your skills and/or knowledge.
 - 3.02 Identify 2 sources for purchasing print/video materials for self improvement in interpreting skills.
- **4. Demonstrate knowledge of the Florida Code of Ethics for Educational Interpreters.**
 - 4.01 List the tenants of the Florida Code of Ethics for Educational Interpreters.
 - 4.02 Identify the organization that developed the Florida Code of Ethics for Educational Interpreters.
 - 4.03 Identify the settings and age levels the Florida Code of Ethics for Educational Interpreters is designed to guide.
 - 4.04 Apply the Florida code of Ethics for Educational Interpreters by identifying courses of action for specific situations.
- **5. Demonstrate knowledge of physical/environmental factors of educational interpreting.**
 - 5.01 Identify the importance of lighting and describe the appropriate position of lighting source.
 - 5.02 Based on setting and audience size determine the most appropriate seating/standing arrangement for the interpreter and the student.
 - 5.03 Describe appropriate team interpreting techniques.
 - 5.04 Discuss strategies for handling audio/video presentations which dictate low lighting conditions.
 - 5.05 Identify causes and symptoms of Cumulative Motion Injury.
- **6. Demonstrate knowledge of different modes of communication.**
 - 6.01 Describe the parameters of sign language and identify the appropriate signing space.
 - 6.02 Categorize elements of sign language into manual or non-manual building blocks.
 - 6.03 Describe principles of S.E.E. II.
 - 6.04 Identify principles of Signed English and Manually Coded English.
 - 6.05 Describe components of Cued Speech.
 - 6.06 Describe the history and principles of American Sign Language.
 - 6.07 Describe principles of Oral/Aural method of communication.
 - 6.08 Describe the components of Contact Variety Language.
 - 6.09 Describe the principles of visual communication.
- **7. Demonstrate knowledge of general factors of educational interpreting.**
 - 7.01 Discuss the range of time an interpreter can function before fatigue sets in.
 - 7.02 Describe guidelines for inventing signs.
 - 7.03 Identify techniques for use of space which add to the clarity of the signed/mouthed message.
 - 7.04 Discuss appropriate techniques used in oral interpreting such as sky writing, paper and pencil, natural gestures.

- 7.05 Identify appropriate conditions to use body shifting, head and/or eye gaze and indexing.
- 7.06 Discuss effects of lengthy interpreted events on the consumers eyes.
- 7.07 Name types of clothing most conducive to interpreting in educational settings both manual and oral.
- 7.08 Identify principles of expressive oral interpreting.
- **8. Demonstrate knowledge of voicing principles.**
 - 8.01 Identify techniques for lipreading/speechreading.
 - 8.02 Identify the focal point for the interpreter during voicing assignments.
 - 8.03 Identify factors for determining the interpreter/ student/speaker placement during voicing assignments.
- **9. Demonstrate knowledge of interpreting terminology.**
 - 9.01 Correctly define the following words:

Interpret	Transliterate
Paraphrase	Gloss
Voicing	Conceptual Accuracy
Language Mediation	Spoken to Visible
Visible to Spoken	Target Language
Source Language	Cultural Mediation

The Process of Interpreting

- **10. Demonstrate the ability to accurately interpret, manually, from the source language (written or spoken English) a message to a deaf or hard of hearing student using the communication method most readily understood by the student.**
 - 10.01 Present the content of the speaker's message completely and accurately while changing the words and sentence structure of the speaker.
 - 10.02 Produce clear and readable signs.
 - 10.03 Utilize pantomime when appropriate.
 - 10.04 Utilize appropriate non manual markers to convey moods and additional information.
 - 10.05 Utilize the signing space.
 - 10.06 Utilize natural gestures when appropriate.
 - 10.07 Select conceptually accurate sign vocabulary.
 - 10.08 Use specific technical sign vocabulary appropriate to the subject area and the grade level of the student.
 - 10.09 Utilize facial expression appropriate to the mood, spirit and intent of the speaker.
 - 10.10 Utilize appropriate facial expression to indicate different types of questions.
 - 10.11 Produce accurate, readable fingerspelling at an appropriate rate.
 - 10.12 Utilize appropriate head, eye, and shoulder movements during dialogues.
 - 10.13 Provide a smooth flow while signing.
 - 10.14 Interpret English idioms so that the interpretation is conceptually accurate.
 - 10.15 Interpret classroom vernacular appropriately.
- **11. Demonstrate the ability to accurately transliterate from the source language (written or spoken English) to students who are deaf and hard of hearing using the communication method most readily understood by the student.**
 - 11.01 Sign and mouth with inaudible speech the message of the speaker using complete and accurate English grammar.
 - 11.02 Select appropriate conceptually accurate signs to convey the speaker's message.
 - 11.03 Produce clear and readable signs.
 - 11.04 Utilize pantomime when appropriate.
 - 11.05 Utilize appropriate mouthing and/or mouth movements to convey English words, moods and additional information.
 - 11.06 Utilize the signing space.

- 11.07 Utilize natural gestures when appropriate.
- 11.08 Use specific technical sign vocabulary appropriate to the subject area and the grade level of the student.
- 11.09 Utilize facial expression appropriate to the mood, spirit and intent of the speaker.
- 11.10 Utilize appropriate facial expression to indicate different types of questions.
- 11.11 Produce accurate, readable fingerspelling at an appropriate rate.
- 11.12 Utilize appropriate head, eye, and shoulder movements during dialogues.
- 11.13 Produce signs with a smooth flow.
- **12. Demonstrate the ability to accurately voice interpret from the source language of American Sign Language or ASL-like sign variations to a hearing person in the target language of spoken English.**
 - 12.01 Formulate grammatically correct English sentences from the source language.
 - 12.02 Use a clear voice with appropriate volume to be heard in the setting.
 - 12.03 Show feeling and intent of the speaker by using intonation, pitch and voice modulation.
 - 12.04 Utilize grade level vocabulary appropriate to the signer.
 - 12.05 Produce vocalization for all information given including what might be pantomimed, gestured or conveyed using non manual markers.
- **13. Demonstrate the ability to accurately voice transliterate from the source language of signed English, Signing Exact English (SEE) or English-like sign variations to a hearing person(s) in the target language of spoken English.**
 - 13.01 Vocalize grammatically correct English sentences from the source language.
 - 13.02 Use a clear voice with appropriate volume to be heard in the setting.
 - 13.03 Show feeling and intent of the speaker by using intonation, pitch and voice modulation.
 - 13.04 Utilize grade level vocabulary appropriate to the signer.
 - 13.05 Produce vocalization for all information given including what might be pantomimed, gestured or conveyed using non manual markers.
- **14. Demonstrate the ability to accurately oral interpret/transliterate from the source language (written or spoken English) a message to students who are deaf and hard of hearing.**
 - 14.01 Present the content of the speaker's message completely and clearly while selecting high visibility synonyms and changing the sentence structure to be more "readable".
 - 14.02 Produce clear, readable mouth movements.
 - 14.03 Use pantomime when appropriate.
 - 14.04 Utilize natural gestures when appropriate.
 - 14.05 Utilize facial expression appropriate to the mood, spirit and intent of the speaker.
 - 14.06 Use appropriate techniques to make the message more readable, such as additions, deletion of repetition and sky writing.
 - 14.07 Use appropriate head, eye, and shoulder movements to indicate dialogue.
 - 14.08 Demonstrate appropriate head and body position, with a minimum of movement.
- **15. Demonstrate the ability to interpret/transliterate using various methods**
 - 15.01 Interpret consecutively.
 - 15.02 Transliterate consecutively.
 - 15.03 Interpret simultaneously.
 - 15.04 Transliterate simultaneously.
- **16. Demonstrate ability to interpret/transliterate in a variety of educational settings.**
 - 16.01 Manage environmental factors depending on the specific circumstances such as lighting, seating arrangement, and auditory needs.
 - 16.02 Assess the deaf and hard of hearing student's language and signing style to determine preference of mode.
 - 16.03 Utilize techniques which facilitate full participation in school event by students who are deaf and hard of hearing.
 - 16.04 Prioritize simultaneous auditory input occurring in the classroom.
- **17. Demonstrate knowledge of interpreting techniques for students who are deaf/blind, deaf or hard of hearing with cerebral palsy, and deaf or hard of hearing with minimal language skills or otherwise multiply handicapped deaf or hard of hearing students.**
 - 17.01 List 2 additional responsibilities an interpreter for a student who is deaf/blind will have.
 - 17.02 Demonstrate ability to guide a deaf-blind student using correct methods.

- 17.03 Identify one technique for determining preference of the student in terms of signs and language used.
- 17.04 Use tactile sign language.
- 17.05 Use appropriate signs and language structure for elementary, middle or high school multiply handicapped students who are deaf and hard of hearing.
- 17.06 Use a minimum amount of fingerspelling.
- 17.07 Understand signs which are approximated

Professional Roles, Responsibilities, and Practices

- **18. Demonstrate knowledge of federal, state and local laws pertaining to students who are deaf and hard of hearing and interpreters.**
 - 18.01 Identify Rehabilitation Act of 1973, Section 503, 504 and 505.
 - 18.02 Discuss the Americans with Disabilities Act of 1990 and its impact on students who are deaf and hard of hearing.
 - 18.03 Discuss the impact of P.L. 94-142, and the reauthorization of this law, now known as IDEA.
- **19. Demonstrate knowledge of state child protection laws and school policy regarding reporting child abuse or neglect.**
 - 19.01 Identify interpreter's responsibility as a member of the school team to report abuse or neglect.
 - 19.02 Define abuse and neglect.
 - 19.03 Identify the State Hot Line number to report abuse or neglect.
- **20. Demonstrate knowledge of Deaf Culture.**
 - 20.01 Identify characteristics of membership in the deaf community.
 - 20.02 Identify the continuum of communication styles used by members of the deaf community.
 - 20.03 Identify differences among members of the deaf community.
 - 20.04 Identify audiological, sociological, psychological, and educational views of deafness.
 - 20.05 Identify cultural rituals and values.
 - 20.06 Describe the history and principles of American Sign Language.
 - 20.07 Identify psycho/social ramifications of being deaf in a hearing world.
 - 20.08 Identify current trends and events in the deaf community, such as empowerment, political activism, Deaf President Now
- **21. Demonstrate knowledge of roles and responsibilities of educational interpreters in K-12 public schools.**
 - 21.01 Identify appropriate job responsibilities for interpreters.
 - 21.01 Identify typical chain of command in a school district.
 - 21.03 Demonstrate knowledge of local policies and rules.
 - 21.04 Identify appropriate activities for the interpreter related to sign language classes or Deaf Studies.
 - 21.05 Demonstrate knowledge of the expected behavior of an interpreter as part of the educational team.
 - 21.06 Demonstrate the ability to use simultaneous communication (sim-com, also known as Sign Supported Speech) while discussing a topic related to interpreters in the Educational Setting.

Child Development

- **22. Demonstrate knowledge of child development.**
 - 22.01 Identify age appropriate behavior patterns for school age children.
 - 22.02 Identify behavioral milestones for normal development in school age children.
 - 22.03 Discuss how hearing loss affects the development process.
 - 22.04 Discuss how hearing loss affects language development.

Principles and Philosophies of Public Education

- **23. Demonstrate knowledge of public school organization.**
 - 23.01 Identify a typical school organizational hierarchy.
 - 23.02 Identify a typical state organizational hierarchy.
- **24. Demonstrate knowledge of support services for students who are deaf and hard of hearing.**
 - 24.01 Identify types of support services provided in public school settings.
 - 24.02 Identify roles and responsibilities of support service providers.
 - 24.03 Discuss referral methods to request or utilize support services.
- **25. Demonstrate knowledge of school related jargon, acronyms and terms.**
 - 25.01 Identify acronyms such as MSPS, PPP, AP, DOE, ISS, etc.
- **26. Demonstrate knowledge of services, programs, and agencies in the community which serve students who are deaf and hard of hearing.**
 - 26.01 Describe the development and history of education for the deaf and hard of hearing in residential and public school.
 - 26.02 Identify the role and scope of Vocational Rehabilitation.
 - 26.03 Identify the role and scope of Deaf Service Centers.
- **27. Demonstrate the ability to assist teachers in identifying techniques and devices to help students who are deaf and hard of hearing.**
 - 27.01 Describe appropriate use of visual aids.
 - 27.02 Describe appropriate use of handouts and other written materials.
 - 27.03 Describe environmental factors/human behaviors which support optimum speechreading communication.
 - 27.04 Discuss types and use of assistive devices for students who are deaf and hard of hearing.
 - 27.05 Describe the characteristics of an accessible classroom environment and specific classroom activities (i.e., lecture, discussion, group work and notetaking.)

Special Education in the Public School

- **28. Demonstrate knowledge of the Individual Education Plan (I.E.P.) process.**
 - 28.01 Define Individual Educational Plan.
 - 28.02 Discuss the concept of Least Restrictive Environment
 - 28.03 Identify the participants in the I.E.P. meeting.
 - 28.04 Identify the purpose of the I.E.P.
 - 28.05 Describe the interpreter's role in the I.E.P. process.
 - 28.06 Discuss how Due Process procedures relate to the I.E.P. process.
 - 28.07 Know the abbreviations for conditions, terms and titles commonly used during I.E.P. meetings.
- **29. Demonstrate knowledge of the philosophy of inclusion.**
 - 29.01 Describe the concept/purpose of inclusion.
 - 29.02 Describe the interpreter's role in the inclusive setting.

Audiology

- **30. Demonstrate knowledge of audiology related to students who are deaf and hard of hearing.**
 - 30.01 Identify etiologies of hearing loss.
 - 30.02 Identify types of hearing loss.
 - 30.03 Identify degrees of hearing loss.
 - 30.04 Identify 3 major parts of the ear.
 - 30.05 Identify types of amplification.
 - 30.06 Identify basic parts of amplification.
 - 30.07 Identify function of different types of amplification

- 30.08 Identify limitations of amplification.
- 30.09 Identify basic troubleshooting methods relative to amplification.
- 30.10 Identify components of a listening check on amplification
- 30.11 Identify improvements to enhance the listening environment in a classroom.

General Studies

- **31. Demonstrate proficiency in understanding and use of standard spoken English.**
 - 31.01 Respond to verbal inquiries with appropriate content.
 - 31.02 Use clear voice and proper pronunciation of words.
 - 31.03 Speak in grammatically correct English sentences.
 - 31.04 Use appropriate vocabulary.
- **32. Demonstrate the ability to comprehend reading materials commonly found in K-12 educational programs, including mass media materials such as newspapers and magazines.**
 - 32.01 Given materials or passages to read, answer questions about the content.
- **33. Demonstrate the ability to write coherently using correct spelling, grammar, punctuation and appropriate vocabulary.**
 - 33.01 Produce an essay on a given topic provided.
 - 33.02 Given information about a school incident, complete a school involvement form or report.
- **34. Demonstrate knowledge of basic principles and common terms used in the physical sciences including mathematics, physics, biology, chemistry, computer science and other such courses commonly found in the K-12 curriculum.**
 - 34.01 Pass a test developed for this purpose or utilize a state test of Functional Literacy.
- **35. Demonstrate sufficient cultural literacy including understanding of major principles, events and significant figures in American and world cultures and other such information commonly presented in K-12 school curriculum.**
 - 35.01 Pass a state developed or adopted performance tool at high school level or a tool to examine cultural literacy.
- **36. Demonstrate sufficient logical thinking or problem solving ability which draws on a broad spectrum of knowledge in the humanities, sciences and the arts in an interdependent manner.**
 - 36.01 Provide solutions to problems given either verbally or in writing during training sessions.
- **37. Demonstrate proficiency in communication techniques including public speaking and acting techniques.**
 - 37.01 Present clear verbal communication.
 - 37.02 Speak with accurate pronunciation and inflection.
 - 37.03 Speak with confidence and appropriate vocal volume in front of a small audience.
 - 37.04 Use appropriate storytelling techniques while telling or reading a story.