

# Indicators of Educational Interpreter Competency

areas of skills and knowledge from the *Ohio Guidelines for Educational Interpreters*

## Knowledge:

### **Demonstrate knowledge of content and vocabulary in major curriculum areas throughout elementary and secondary levels by:**

- ✓ Completing general education requirements for a 2- or a 4-year degree.
- ✓ Identifying resources for content and vocabulary, in English and in Sign Language, including concepts and vocabulary in Ohio's Academic Content Standards
- ✓ Given a textbook, identifying key vocabulary and concepts for interpretation

### **Demonstrate knowledge of current events and issues likely to be discussed in an educational setting by:**

- ✓ Discussing prominent news stories, including major sporting events, popular movies and books, etc.
- ✓ Demonstrating appropriate use of vocabulary pertinent to other cultures and countries

### **Demonstrate knowledge of/proficiency in English by:**

- ✓ Given a conversation, responding on topic
- ✓ Using correct vocabulary (meaning and pronunciation) and sentence structures

### **Demonstrate knowledge of/proficiency in communication modes used by students by:**

- ✓ Describing the principles for Signing Exact English, Signed English and Manually Coded English, Cued Language, American Sign Language, Oral/Aural methods of communication, Contact Sign Language; for example, explaining how these developed and basic rules for usage
- ✓ Describing how visual communication differs from spoken communication
- ✓ Using vocabulary and sentence structures that conform to the rules for that language or system

### **Demonstrate knowledge of research in best practices in interpreting by:**

- ✓ Describing the development of interpreting as a profession
- ✓ Naming professional organizations for interpreters and describing the services they provide
- ✓ Naming publications (journals and major texts) related to interpreting
- ✓ Explaining tenets that are commonly found in interpreter Codes of Ethics
- ✓ Pick one of the recognized processes for interpreting and discuss the elements of that process

### **Demonstrate knowledge of general philosophies and techniques for educating children with hearing impairments and legislation, regulations, and practices affecting the education of individuals who are hearing impaired by:**

- ✓ Describing the development and history of education for the deaf and hard of hearing in residential and public schools
- ✓ Identifying roles and responsibilities of support service providers in public school settings
- ✓ Defining Individual Educational Plan, including
  - Identifying the participants and purpose of the IEP meeting
  - Describing processes for dispute resolution
  - Defining terms and acronyms commonly used during IEP meetings
- ✓ Describing the concept/purpose of inclusion, including the concept of Least Restrictive Environment
- ✓ Identifying interpreter's responsibility as a member of the school team to report abuse or neglect
- ✓ Discussing the impact of laws on students who are deaf and hard of hearing
  - Rehabilitation Act of 1973, section 504
  - Americans With Disabilities Act of 1990
  - PL 94-142 and the reauthorization of this law, now known as IDEA
- ✓ Describing factors in language development

## Indicators of Educational Interpreter Competency

areas of skills and knowledge from the *Ohio Guidelines for Educational Interpreters*

**Demonstrate knowledge of environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory or visual distractions) by:**

- ✓ Recommending the most appropriate seating/standing arrangement for the interpreter and the student(s) based on setting and audience size
- ✓ Discussing strategies for handling audio/video presentations.
- ✓ Managing environmental factors depending on the specific circumstances such as lighting, seating arrangement, and auditory needs
- ✓ Describing options for handling competing visual input (tasks that require the student to attend to the interpretation and other visual information, such as overheads, board work, texts)

**Demonstrate knowledge of techniques and materials to explain appropriate use of interpreting services to students, faculty, staff and administrators by:**

- ✓ Explaining appropriate job responsibilities for interpreters as part of the educational team
- ✓ Identifying resources and approaches to educate consumers on aspects of interpretation that impact student's ability to access the classroom; for example, process (lag) time, competing visual tasks, etc

**Demonstrate knowledge of awareness of political and social events and issues important to members of the Deaf community by:**

- ✓ Identifying differences among members of the deaf community, including communication styles, audiological labels, and educational experiences
- ✓ Identifying current trends and events in the deaf community on a national, regional, state and local level, such as empowerment, political activism, Deaf President Now
- ✓ Identifying the needs of groups within the Deaf Community, such as rural and minority groups

**Demonstrate knowledge of and awareness of organizations in the Deaf community by:**

- ✓ Identifying acronyms such as NAD, OAD, OADB, AADB, NBDA, RID, OCRID, NAOBI, VRS/VRI/VI, RSC/VR
- ✓ Identifying the role and scope of service providers for the deaf.

**Demonstrate knowledge of factors leading to overuse syndrome and techniques for reducing fatigue and physical stress by:**

- ✓ Discussing factors related to the time an interpreter can work alone (time, pace, complexity of subject)
- ✓ Identifying causes and symptoms of Cumulative Motion Injury.
- ✓ Listing preventative care techniques

**Demonstrate knowledge of and ability to articulate roles and responsibilities of an educational interpreter by:**

- ✓ Identifying appropriate job responsibilities for interpreters
- ✓ Describing the interpreter's role in the inclusive setting as part of the educational team

### Interpreting Skills

**Demonstrate ability to interpret reflecting the affect of the speaker or signer by:**

- ✓ Showing feeling and intent of the speaker by using discourse markers or non-manual markers such as changes in facial expression, body shifts, production of signs
- ✓ Showing feeling and intent of the signer by using changes in pitch, loudness, duration, repetition

## Indicators of Educational Interpreter Competency

areas of skills and knowledge from the *Ohio Guidelines for Educational Interpreters*

**Apply interpreting skills to a variety of educational situations (e.g., classrooms, staff meetings, field trips, assemblies, sports) by:**

- ✓ Utilizing grade-level/age-level vocabulary appropriate to the signer and the topic
- ✓ Adapting signs or speech to the environment (e.g., speaking more loudly in a machine shop or producing larger signs in an auditorium)
- ✓ Selecting signs or speech appropriate to the genre (e.g., narrative, expository text)

**Demonstrate ability to interpret from American Sign Language or to transliterate from one or more forms of Manually Coded English into spoken English by:**

- ✓ Having received certification or a passing score through a national assessment (e.g., the Registry of Interpreters for the Deaf Certificate of Interpretation or Transliteration, National Association of the Deaf certification, Educational Sign Skills Evaluation, Educational Interpreter Performance Assessment)

May also be demonstrated through

- ✓ Presenting the content of the speaker's message completely and accurately
- ✓ Formulating grammatically correct English sentences
- ✓ Using a clear voice with appropriate volume to be heard in the setting
- ✓ Showing feeling and intent of the speaker by using intonation, pitch and voice modulation
- ✓ Utilizing grade-level/age-level vocabulary appropriate to the signer
- ✓ Producing vocalization for all information given including what the signer conveys using facial expressions, head nod, body movements, eye gaze, etc.

**Based on student's communication needs as identified on IEPs, one or more of the following:**

**A. Demonstrate ability to interpret from spoken English into ASL by:**

- Having a credential from a national assessment (e.g., the Registry of Interpreters for the Deaf Certificate of Interpretation, National Association of the Deaf certification, Educational Interpreters Performance Assessment)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Formulating grammatically correct ASL sentences
- Producing clear and readable signs and fingerspelling at an appropriate rate
- Utilizing appropriate discourse markers (facial expressions, head nod, body movements, eye gaze, etc.)
- Using technical sign vocabulary and fingerspelling as appropriate to the subject area.

**B. Demonstrate ability to transliterate from spoken English into Manually Coded English by:**

- Having a credential from a national assessment (e.g., the Registry of Interpreters for the Deaf Certificate of Transliteration, National Association of the Deaf certification, Educational Interpreters Performance Assessment, Educational Sign Skills Evaluation)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Utilizing appropriate mouthing and or mouth movements to convey English words
- Rephrasing to produce a message that is more visibly readable (word choice and English sentence structure)
- Producing clear and readable signs and fingerspelling at an appropriate rate
- Utilizing appropriate discourse markers (facial expressions, head nod, body movements, eye gaze, etc.)
- Using technical sign vocabulary appropriate to the subject area
- Using sign choices that accurately reflect the rules of the sign system/language being used

## Indicators of Educational Interpreter Competency

areas of skills and knowledge from the *Ohio Guidelines for Educational Interpreters*

### **C. Demonstrate ability to transliterate orally by:**

- Having received a credential through a national assessment (i.e., the Registry of Interpreters for the Deaf Oral Transliteration Certificate)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Selecting high visibility synonyms, natural gestures when appropriate, and appropriate techniques to make the message more readable, such as additions, deletion of repetition and sky writing
- Using appropriate head, eye, and shoulder movements to indicate dialogue
- Demonstrating appropriate posture
- Demonstrating appropriate appearance, including wearing appropriate attire (dark top with scoop neck), natural color lipstick, neat hairstyle and non-distracting jewelry
- Demonstrate knowledge of consonant and vowel production, including understanding the manner and place of articulation for phonemes

### **D. Demonstrate ability to use Cued Speech by:**

- Having received a credential through a national assessment (i.e., the Cued Language Transliterator National Certification)

May also be demonstrated through:

- Presenting the content of the speaker's message completely and accurately
- Producing clear and readable cues
- Utilizing appropriate techniques to make the message more readable, including appropriate head, eye, and shoulder movements to indicate dialogue and natural gestures when appropriate
- Demonstrating appropriate posture
- Demonstrating knowledge of hand positions and movements to represent consonant and vowel sounds

### **Demonstrate ability to accommodate students with multiple disabilities, including those with visual impairments by:**

- ✓ Describing how a disability impacts the interpreting process and the student's ability to participate in classroom activities on a daily basis
- ✓ Suggesting resources for the educational team and the student
- ✓ Demonstrating modifications in sign production to accommodate needs of students with multiple disabilities (e.g., for tactile and low vision needs)

Interpreting and Sign Language Resources  
500 Morse Road  
Columbus, OH 43214

614-995-1566

EduTerp@osd.oh.gov