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Technical Assistance Paper

Interpreting Services for Students Who Are Deaf, Hard of Hearing, or Deaf-Blind

Summary:

The purpose of this technical assistance paper is to provide information regarding interpreting services as defined in the Individuals with Disabilities Education Act (IDEA 2004) and assist principals in making services accessible for students who are deaf or hard of hearing (Rule 6A-6.03013, Florida Administrative Code [F.A.C.], *Exceptional Student Education Eligibility for Students Who Are Deaf or Hard of Hearing*) and students who are deaf-blind (Rule 6A-6.03022, F.A.C., *Special Programs for Students Who Are Dual-Sensory Impaired*).

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A. Introduction and Definitions

A-1. What is the purpose of this technical assistance paper?

The purpose of this technical assistance paper is to provide information regarding interpreting services as defined in the Individuals with Disabilities Education Act (IDEA 2004) and assist principals in making services accessible for students who are deaf or hard of hearing (Rule 6A-6.03013, Florida Administrative Code [F.A.C.], *Exceptional Student Education Eligibility for Students Who Are Deaf or Hard of Hearing*) and students who are deaf-blind (Rule 6A-6.03022, F.A.C., *Special Programs for Students Who Are Dual-Sensory Impaired*).

These students may need special adaptations, such as assistive listening devices, captioning for films or videos, or support services, such as note-takers, interveners, speech-to-print captionists, and interpreters to enable them to participate in educational programs. Decisions on support services and special adaptations needed for a student to participate in educational activities are based on individual needs and determined at the student's individual educational plan (IEP) meeting. These decisions must be included in the student's IEP in accordance with Rules 6A-6.03028(3)(g) 8-10 and 6A-6.03028(3)(h) 4 and 5. All educational services must be accessible to students who are deaf, hard of hearing, or deaf-blind.

IDEA 2004 includes a definition of "interpreting services" in Title 34 Code of Federal Regulations (CFR) 300.34(c)(4). This paper addresses this definition as well as questions and best practices for providing interpreting and other services. The information is provided for school district staff to use in developing local policies and procedures for providing such services in the educational setting. Unless otherwise specified, the term "interpreter" will refer to individuals providing interpreting services, whether manual, oral, or text based.

A-2. What are interpreting services?

In accordance with IDEA 2004, interpreting services include

"...when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as Communication Access Real-Time Translation (CART), C-Print®, and TypeWell; and special interpreting services for children who are deaf-blind."

A-3. What is an educational interpreter?

An interpreter is a member of the educational team who acts as a communication link between people who would otherwise not be able to communicate effectively. The interpreter provides a visual presentation of what is being said to the

students who are deaf or hard of hearing or deaf-blind at their level of language comprehension through communication modes, such as sign language, fingerspelling, speech, cued speech (<http://www.cuedspeech.org>), speech-to-text methods (e.g., C-Print, TypeWell, or CART), or oral interpretation (mouth movements without vocalization of the spoken message). Interpreters may use one mode or a combination of modes to express the information being shared. The interpreter also voices the communication of students who are deaf or hard of hearing who do not use spoken communication to individuals who are hearing.

Specialized interpreting for students who are deaf-blind may also include providing access to visual information (e.g., description of actions, reading information from boards or projections) and the use of specialized signing methods (e.g., tactile sign language, close-proximity signing) or equipment (e.g., computer or other device with large screen or braille output for text-based methods).

Secondary tasks (noninterpreting responsibilities) may also be assigned. These may include tutoring the students who are deaf, hard of hearing, or deaf-blind after the material has been taught (under the direction of the classroom teacher), conferring with educational personnel, and other duties that may be assigned as a result of the interpreter's knowledge and expertise in sign language and deafness. At all times these secondary roles are subordinate to the primary role of interpreting. Additionally, as members of the educational team, interpreters must adhere to federal and state laws, State Board of Education rules, and district and school rules and policies.

B. General Questions

B-1. When are school districts responsible for providing interpreting services?

The individual educational plan team determines what special services are needed for a student to progress in the educational program. Someone with knowledge of the prerequisite skills needed for a student to successfully access and benefit from services of an interpreter should be a part of the IEP team. If the IEP team determines that interpreting services are necessary for a student, the student's IEP should indicate when an interpreter is to be provided.

To ensure students who are deaf, hard of hearing, or deaf-blind have equal access to all school activities, it may be necessary for the school district to provide interpreter services for school-sponsored events before and after normal school hours. These activities may include, but are not limited to, extended field trips, club and class meetings, tutoring sessions, athletic events, and assemblies.

School districts may choose to develop a written policy regarding scheduling and compensation to ensure students who are deaf, hard of hearing, or deaf-blind have equal access to all school-related activities. School districts could consider

including flexible scheduling, supplemental pay, compensatory time, or outside contracting in developing their policies.

B-2. Are there other support services to consider for the individual educational plan (IEP) when planning for students who are deaf, hard of hearing, or deaf-blind?

Yes. These students may also need note-takers or captionists. Note-takers will attend the student's class and provide the student with written notes taken during the class. Interpreters should not function as note-takers. Student note-takers should be considered.

Captionists are individuals with training who use specific computer equipment and programs to provide a speech-to-text record of the auditory information from the classroom. A student who is deaf or hard of hearing may be able to read the captioned dialogue while in the classroom, depending on the type of system used and the student's preferences and skills with consideration of environmental factors. The captionist will create a transcript, which is provided to the student after the class. The captionist will have to work on editing, checking, and cleaning up the transcript before it is ready to be given to the student. The transcript is for the individual student's use unless otherwise determined.

In addition, students may benefit from special equipment, such as frequency modulation systems, classroom amplification systems, or other accommodations.

B-3. What is the difference between Communication Access Real-Time Translation (CART), C-Print, and TypeWell?

All three of these methods are considered speech-to-text services. CART provides direct translation of spoken words to print using a stenotype machine, laptop computer, and real-time software. CART providers are certified through the National Court Reporters Association (NCRA; <http://www.ncra.org>).

C-Print (<http://www.ntid.rit.edu/CPrint>) was developed at the National Technical Institute for the Deaf and is a speech-to-text translation system providing "meaning-for-meaning" translation as opposed to verbatim translation.

TypeWell (<http://typewell.com>) is also a "meaning-for-meaning" transcription service developed for use in educational settings.

More information about these support services can be viewed on the PEPNet website using their FAQ (Frequently Asked Questions) section (<http://www.pepnet.org/faq/faq04.php>).

B-4. Are “specialized interpreting services for students who are deaf-blind” the same as intervener services?

No. An intervener is a paraprofessional who is specially trained to provide instructional assistance to a student who is deaf-blind. An intervener provides access to environmental information usually gained through vision and hearing, but that is unavailable or incomplete to the individual who is deaf-blind; facilitates the development and use of receptive and expressive communication skills by the individual who is deaf-blind; and develops and maintains a trusting, interactive relationship that can promote social and emotional well-being.

Intervener training programs are becoming available online in the United States, but have been available in traditional postsecondary settings in Canada for several years. This training may include introductory orientation and mobility, braille, sign language, and other communication methods students who are deaf-blind use, and instruction on how to modify lessons to meet the needs of individual students. The Council for Exceptional Children has recently addressed the intervener in Linda Alsop’s *Specialization Knowledge and Skill Set for Paraeducators who are Interveners for Individuals with Deafblindness*. Go to http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Professional_Standards.htm and look under the heading Paraeducator Development Guidelines to download this document.

Deaf-blind interpreting is a specialization within the field of sign language interpreting. The Registry of Interpreters for the Deaf (RID) has published a Standard Practice Paper (<http://www.rid.org/content/index.cfm/AID/140>) for those who wish to work with individuals who are deaf-blind. This paper covers issues such as attire, understanding the effect of lighting and other environmental factors on the client or student, and other considerations when working with persons who are deaf-blind.

Although deaf-blind interpreting and intervener services are indeed separate services, they are not mutually exclusive. Either one or both may be used to provide appropriate services for students who are deaf-blind, depending upon the needs of the student. Additionally, interpreters can be trained to provide intervener services.

C. Scheduling Considerations and Professional Development

C-1. What should be considered when determining schedules for interpreters, interveners, or captionists?

The principal or designee of the school to which the interpreter is assigned may determine schedules. If the interpreter works at several different schools, the district administrator or designee may determine schedules.

Conditions that may influence the work schedule include the educational level of the setting, whether the interpreter's position is full-time or part-time, the individual interpreter's credentials and additional spoken languages, as well as, on occasion, the gender of the interpreter, the number of schools the interpreter serves, travel time between assignments, and additional responsibilities. It is also important to remember that speech-to-text captionists will need time to set up and break down equipment if they need to travel from site to site, either within one school or among several schools. Speech-to-text providers also need additional time to prepare transcripts for the student. Interpreters are often needed to work during some of the pre- and post-planning time periods to allow for preparation for the year and the close of the school year.

Another aspect of scheduling to consider is break time. Sign language interpreters who interpret continuously for an hour should be given a break. Such breaks may occur naturally during the school day by virtue of class changes, pauses between subjects, and during independent work by the students. Prolonged interpreting may create health risks for the interpreter. These risks include a variety of overuse syndromes or repetitive strain injuries, the most common being carpal tunnel syndrome, a disorder caused by pressure on the median nerve, which carries signals between the hand and the brain. Opportunities for rest should be provided after intensive interpreting sessions. It is strongly recommended that two interpreters be provided for events of two hours or more, such as parent conferences, meetings, student assemblies, and presentations. Speech-to-text communications access providers also require scheduled breaks to prevent overuse syndromes or repetitive strain injuries. School districts may need to work collaboratively with their union or labor relations departments.

For more information, consult the Registry of Interpreters for the Deaf Standard Practice Paper, *Self-Care for Interpreters: Prevention and Care of Repetitive Strain Injuries* (<http://www.rid.org/content/index.cfm/AID/140>).

C-2. Do interpreters need a preparation period?

Yes. Prior to each lesson, such as during a planning period, the interpreter should understand the teacher's intentions for that particular lesson. What are the teacher's goals and what does the teacher want the students to learn from each lesson? How does this lesson fit into the overall curriculum? Is this lesson introductory? Review? New material? This information can be gathered through a regularly scheduled meeting with the classroom teacher and by reviewing the teacher's materials and lesson plans.

Once the interpreter understands the goals and objectives of each lesson, he or she should ensure understanding of the content and terminology. The interpreter should review the teacher's lesson plans and any materials that will be presented in class. If further information is needed, the interpreter should consult with the teacher or review other resources to ensure understanding of the concepts that

will be presented. The interpreter should ensure knowledge of the advanced sign vocabulary to represent key concepts of the lesson.

A more in-depth discussion about the need and scope of interpreter preparation for classroom settings can be found at the Classroom Interpreting website: <http://www.classroominterpreting.org/Interpreters/effective/index.asp>.

C-3. What kind of professional development opportunities should be made available to interpreters?

Planned professional development activities specifically designed for enhancing the skills and knowledge of educational interpreters are encouraged. Continued growth and development may be achieved through workshops, professional meetings, interaction with professional colleagues, mentoring, and current literature in the field. The Bureau of Exceptional Education and Student Services also provides professional development opportunities for interpreters through the Educational Interpreter project. For information about activities, please visit <http://www.interpreterproject.org>.

CART providers may access professional development through the continuing education program of the National Court Reporters Association. Additional information about the NCRA continuing education program may be found at <http://ncraonline.org/certification/ContinuingEd/CEU+Program>.

D. Work Environment, Roles, and Placement Considerations

D-1. What are some other considerations related to providing educational interpreting services?

Best practices indicate that the following considerations be given to educational interpreters:

- Appropriate desk and work space
- Planning time
- Access to copies of teacher editions of textbooks
- Access to audiovisual equipment to preview materials
- Access to information concerning students being served, such as IEP meetings, proposed outcomes, medical condition, measured achievement, IQ scores, social emotional maturity, and other pertinent information
- Access to district or school handbooks outlining acceptable practices and procedures
- Availability of professional development resources (e.g., sign language dictionaries, reference materials on deaf culture, textbooks, skill-building videos, video camera)

D-2. How does employing a lead interpreter benefit a school district?

School districts with several educational interpreters will benefit from employing a lead interpreter as this individual can be assigned responsibilities such as serving as the liaison between the interpreters and other school or district personnel; serving as the liaison between outside contracting interpreter agencies; conducting orientation for newly employed interpreters, interveners, and captionists; developing and maintaining resources for professional development; and coordinating or providing interpreting services. A lead interpreter can also assist district staff in screening applicants, organizing staff development activities to establish continuity in interpreting skills, and facilitating the establishment of performance standards in the district.

D-3. What is the role of the educational interpreter when outside agencies, such as the Department of Children and Families and law enforcement, come to the school to talk with a student who is deaf or hard of hearing?

Agencies such as the Department of Children and Families and Child Protective Services, law enforcement, or service providers are responsible for bringing a certified and qualified interpreter with them to the school when interacting with a student who is deaf, hard of hearing, or deaf-blind.

The best practice in this situation is for the educational interpreter to team with the community-based interpreter. The student may feel more comfortable with a familiar adult and communication will be at an optimal level with interpreters supporting each other in the communication process. A team can help ensure accurate information and the use of an appropriate communication mode based on the student's style of communication. The educational interpreter can assist the community interpreter with unique signs, identifying individuals by "name signs," and adjusting communication or language to the student's cognitive and language level.

D-4. How does an interpreter assist with individual educational plans?

Related service providers, such as interpreters, interveners, or other individuals working with students who are deaf, hard of hearing, or deaf-blind, are identified as members of the educational team and, therefore, share responsibility for implementing the student's IEP. Based on the IEP, the related service provider may be asked to assist with duties other than their primary duties, such as tutoring (as described in section A-3), fostering socialization with others, as well as fostering independence.

Related service providers may provide input based on their interaction with and observation of the student on a variety of nonacademic topics. These topics could include the mode of communication the student uses, the student's use of the interpreter or intervener, the student's attentiveness to the interpreter and

understanding of the related service provider roles, reporting classroom challenges and modifications the interpreter makes to convey the content.

The related service providers, such as interpreters, interveners, and captionists, will be active participants during the IEP meeting. If the student or parents need an interpreter, a different person should provide the interpretation so that the related service providers can fully participate in the meeting.

D-5. What should be considered when placing interpreters or interveners with students?

Best practice encourages the most fluent language users (e.g., higher skill-level credentials) be placed with younger students to facilitate language development. Consideration should also be given to the interpreter's age group preference, educational background, and knowledge of child development. Personality and styles of communication should also be considered.

Information about educational interpreter competencies can be found at <http://www.interpreterproject.org/doe-competencies.html>.

D-6. Are there guidelines for determining if a student has the necessary skills to receive their education via an interpreter?

Yes. The Outreach Department at the New Mexico School for the Deaf developed resources to determine the appropriateness of providing interpreting services to individual students. A crucial part of making this determination is deciding, based on solid information, whether the student is prepared to receive those services. Not all students are ready to access instruction through an interpreter.

These three documents, which include *Broad-Spectrum Student Competencies*, *Student Language Competencies*, and *Continuum of Student Readiness*, are available on the Laurent Clerc National Deaf Education website: [http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Educate_Children_\(3_to_21\)/Resources_for_Mainstream_Programs/Working_with_Interpreter/Is_Your_Student_Interpreter-Ready.html](http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Educate_Children_(3_to_21)/Resources_for_Mainstream_Programs/Working_with_Interpreter/Is_Your_Student_Interpreter-Ready.html).

E. Qualifications of an Educational Interpreter

E-1. Are educational interpreters employed by Florida public school districts required to have a specific certification or credential?

No. Each school district determines the certification and credential level for the educational interpreters they hire as well as the pay ranges.

E-2. What should an educational interpreter be able to do?

Educational interpreters providing sign language, oral, or cued speech services should be able to interpret for students who are deaf, hard of hearing, or deaf-blind in the full range of complex communication situations occurring in a prekindergarten through 12th grade educational environment. Educational interpreting requires more than basic sign, oral, or cueing skills. A professional educational interpreter should have communication skills to meet the needs of the students and should know and follow the National Association of the Deaf – Registry of Interpreters for the Deaf (NAD-RID) Code of Professional Conduct, which can be found at the RID website (<http://www.rid.org/ethics/code/index.cfm>) or the Florida RID (FRID) website at <http://www.fridcentral.org/Default.aspx?pageId=563554>.

A thorough explanation of what interpreters do can be found at <http://www.classroominterpreting.org/Interpreters/role/index.asp>. According to the Classroom Interpreting website (<http://www.classroominterpreting.org/Interpreters/role/index.asp>), an educational interpreter should be able to do the following:

- Implement the student's IEP
- Use the appropriate modality and language
- Interpret at the appropriate language level
- Clearly convey all aspects of meaning and content
- Make sure the goal of the lesson is clear
- Make appropriate use of fingerspelling
- Facilitate and support participation and social communication
- Monitor student comprehension

School districts may also refer to the *Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct for Educational Interpreters* document, available at http://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf.

Text-based communication access providers are generally used in more static situations, as equipment is required to provide such access. These providers also need to be able to function in a variety of situations (e.g., classrooms, laboratories, assemblies).

E-3. What competencies should educational interpreters demonstrate to be considered for employment?

Competencies of educational interpreters should include the following:

- Proficiency in interpreting as evidenced by credentials
- Excellent command of English, including an extensive vocabulary and ability to spell

- Ability to understand and use a variety of communication modes students use
- Ability to interpret a message presented at a normal speaking rate
- Ability to understand sign language and verbally repeat (voice) the message
- Ability to communicate nonverbally using body language, pantomime, facial expression, and gestures
- Knowledge of the implications of hearing loss and its potential impact on a student's comprehension of English

Specialized interpreting for students who are deaf-blind requires the interpreter to have specialized skills, including being able to communicate in methods that individuals who are deaf-blind commonly use and understanding how environmental factors as well as vision impairment can affect communication.

Individuals providing communications through CART, C-Print, and TypeWell should meet different competencies than described above.

Information about educational interpreter competencies can be found at <http://www.interpreterproject.org/doe-competencies.html>.

E-4. Is there a national certification system specifically for interpreters working in educational (K–12) settings?

Yes. The EIPA has a psychometrically valid evaluation developed as part of a federal project at Boys Town National Research Hospital. It is specifically designed to evaluate the skills of educational interpreters. Testing has been available in Florida since 2009. Many states have established minimum standards for employment based on this system.

The EIPA provides ratings at five levels, 5.0 being the highest. Candidates earning a level 3.0 are considered employable in educational settings provided they have supervision and participate in ongoing professional development.

Additionally, an interpreter who achieves a 4.0 or higher on the performance portion of the EIPA, passes the EIPA written test, and satisfies the educational requirement of the Registry of Interpreters for the Deaf may join RID as a certified interpreter. This certification (Ed: K–12) is nationally recognized and requires the holder to earn continuing education units to maintain the certificate.

Information about the evaluation can be found at <http://www.classroominterpreting.org/EIPA/index.asp>.

E-5. What national credentials are available for general sign language or oral interpreters and speech-to-text captionists?

The RID has developed psychometrically valid certification systems for sign language interpreters and oral transliterators. These evaluations are

administered around the country via testing centers. National Interpreter Certificate (NIC) testing is available in Florida at one site: University of North Florida, <http://www.interpreterproject.org/eipa-information.html>.

All candidates for RID certificates are required to have a college degree (a four-year degree was required for candidates beginning in July 2012) or meet alternative criteria, which include experience working in the field, college coursework, and professional development activities.

There are numerous valid certifications from the RID that are no longer offered. A complete list of these is on the national RID website at http://www.rid.org/education/edu_certification/index.cfm.

Sign language interpreters can achieve an NIC. Interpreting skills and knowledge are measured in three domains:

- General knowledge of the field of interpreting through the NIC Knowledge exam
- Ethical decision making through the interview portion of the NIC Performance test
- Interpreting and transliterating skills through the performance portion of the test

RID awards an Oral Transliteration Certificate (OTC) when a candidate has demonstrated the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard of hearing using silent oral techniques and natural gestures. This process includes both a written test and a performance test. Information about this process can be accessed at <http://www.rid.org/content/index.cfm/AID/88>.

Individuals providing CART services should earn Certified CART Provider (CCP) certification through the National Court Reporters Association. More information about this certification may be found at <http://www.ncra.org/Certifications/content.cfm?ItemNumber=8657&navItemNumber=516>.

Information regarding C-Print training may be found on the National Technical Institute for the Deaf at the Rochester Institute of Technology website at <http://www.ntid.rit.edu/cprint/training.php>. TypeWell training qualifications may be found at <http://typewell.com/coursereq.html>.

E-6. What other credentials might a school district accept for sign language interpreters?

Another screening tool the FRID developed and offers is the quality assurance (QA) screening. This screening is designed to assess the skills of apprentice interpreters working with adults in community settings. The QA screening can result in one of three levels: 1, 2, or 3. See the FRID website linked above for

descriptions of each of the levels. Detailed information about the QA can also be found at the FRID QA web page. The Florida QA screening is in no way affiliated with or sanctioned by the national RID.

Many states have developed quality assurance screening and evaluation systems that provide a credential to consider when hiring.

E-7. What other evaluations are there specifically for educational interpreters?

The Florida Registry of Interpreters for the Deaf developed and administers the Educational Interpreter Evaluation (EIE), which evaluates the skills of educational interpreters. This evaluation, created in 1985, is for interpreters working in prekindergarten through 12th grade settings. Although this evaluation has not been psychometrically validated, it is a useful tool in assessing expressive and receptive skills necessary for educational settings. Additional information about this evaluation system can be found at the FRID web page <http://www.fridcentral.org>. The Florida Educational Evaluation is in no way connected, affiliated, sanctioned, or approved by the RID.

The EIE system awards Levels One, Two, or Three to individuals who have successfully completed a written test, a performance evaluation, and an ethical interview. See the FRID website linked above for a description of the levels.

E-8. How does an interpreter access the Educational Interpreter Performance Assessment (EIPA) and the National Interpreter Certificate (NIC) testing programs?

The Educational Interpreter Project and the University of North Florida offer both National Interpreter Certification and Educational Interpreter Performance Assessment testing. The project provides financial assistance to interpreters who take either of the skill evaluations at the University site. For more information, please visit the following websites:

- NIC – <http://www.rid.org/education/testing/index.cfm>
- EIPA – <http://www.classroominterpreting.org/EIPA/index.asp>
- Educational Interpreter Project – <http://www.interpreterproject.org/eipa-information.html>

E-9. Who can best determine an applicant's sign language proficiency?

Sign language proficiency is best determined by a professional in the field who has both expressive and receptive expertise. Such professionals may include RID-certified interpreters, lead interpreters, interpreter educators, teachers of students who are deaf or hard of hearing, and deaf adults. These professionals may be contacted through the following resources:

- Local deaf service centers – <http://www.fldsca.org>

- Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTTC) – <http://rmtc.fldb.k12.fl.us>
- Educational Interpreter Project – <http://www.interpreterproject.org>
- Florida Registry of Interpreters for the Deaf – <http://www.fridcentral.org>
- RID database of certified interpreters – <https://www.rid.org/acct-app/index.cfm?action=search.members>

E-10. What annual evaluation instrument may district staff use to evaluate the skills of educational interpreters, and how are these instruments used?

Any instrument addressing technical competencies of interpreting, overall performance of the interpreter, and the interpreter’s role as a member of the educational team may be used in addition to the appraisal instrument that evaluates other characteristics, such as punctuality, dress code, attitude, and ability to complete tasks.

The evaluation form works best when qualified personnel make classroom observations. It is suggested these classroom performance observations be conducted at least twice per school year. Evaluators should rate the interpreter’s performance level in specific functions related to oral or manual interpreting in addition to any district staff appraisal.

E-11. Is there a code of ethics for educational interpreters?

While there is a Code of Professional Conduct for interpreters, developed by the National Association of the Deaf – Registry of Interpreters for the Deaf, and available at <http://www.rid.org/ethics/code/index.cfm>, this is not specifically for educational interpreters. This code of conduct can be used in all settings, including the K–12 educational setting. Some school districts have a district interpreter handbook which includes this code of ethics and may also include other specific district requirements.

School districts and interpreters may also refer to the *EIPA Guidelines of Professional Conduct for Educational Interpreters*, which was developed specifically for interpreters working in K–12 educational settings. This document is available at the Classroom Interpreting website (<http://www.classroominterpreting.org/Interpreters/proguidelines/index.asp>).

Additionally, there are ethical guidelines for individuals providing speech-to-text services, such as CART, C-Print, and TypeWell. These guidelines may be found at

- National Court Reporters Association – <http://www.ncra.org/About/content.cfm?ItemNumber=9430>
- TypeWell Code of Ethics – <http://typewell.com/ethics.html>
- C-Print – http://ds.umn.edu/tl_files/disability_services/ICU/10%20C-Print%20Code%20of%20Ethics.pdf

Captionists working with students who are deaf or hard of hearing may also be expected to adhere to the NAD-RID Code of Professional Conduct.

F. Employing Related Service Providers

F-1. What criteria are districts using to create salary schedules for related service providers, such as interpreters, interveners, and captionists?

The pay level for these professionals may be based on skill credentials, educational background, experience, certification, job performance, and responsibilities.

F-2. What are examples of questions to ask when interviewing an applicant for an interpreter or intervener position?

The questions below can assist in the interview process. The interview may be conducted in tandem with another professional, such as an interpreter, a teacher of the deaf or deaf-blind, or a supervisor, who possesses good communication skills with individuals who are deaf or hard of hearing.

1. How do you communicate with students who are deaf, hard of hearing, or deaf-blind? (Note information on American Sign Language, fingerspelling, Pidgin Signed English [PSE], Contact Variety Language, Signing Exact English [SEE II], signed English, speech, gestures, pantomime, and tactile interpreting.)
2. What are your past intervening or interpreting experiences? Please address location, setting, class size, grade level, and supervision provided. (Note information on Florida districts; serving how many different students—prekindergarten, elementary school, middle school, high school, and postsecondary; particular subjects; whether supervised by teacher of the deaf or principal; etc.)
3. How will the NAD-RID Code of Professional Conduct or the *EIPA Guidelines of Professional Conduct for Educational Interpreters* assist you in your job? (For example, identifying confidentiality of student information; allowing the interpreter to share information regarding the student's education with other professionals; being part of the school team as a resource; enforcing school rules, policies, and legal mandates; providing guidance on professional roles and responsibilities; helping clarify the position of the interpreter as part of the educational team; etc.)
4. What personal educational experiences, strengths in particular subject areas, study skills, and sign language background will assist you as an educational interpreter or intervener? (Note information on postsecondary education, knowledge of particular subject areas, past work experiences, years of knowing and using sign language, etc.)

5. What is your involvement with professional organizations? (Look for membership in FRID, RID, Florida Educators of the Hearing Impaired, the Council for Exceptional Children, etc.)
6. Can you provide evidence of interpreting proficiency? (Look for a RID national certification card, evidence of an EIPA level, evidence of FRID Educational Interpreter Evaluation level, or other proof of formal evaluation.)
7. What experience have you had with school-aged individuals who are deaf, hard of hearing, or deaf-blind?
8. (For interveners) What experience have you had regarding working with students with visual disabilities?