



Educational Sign Language Interpreters:

*Guidance for West Virginia Schools and
Districts*

August 2017





**West Virginia Board of Education
2018-2019**

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Educational Sign Language Interpreters: Guidance for West Virginia Schools and Districts

West Virginia Department of Education
Office of Special Education

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August 2017

Acknowledgements

The West Virginia Department of Education, Office of Special Programs, expresses appreciation to the members of the work group for their dedication and contribution to the development of this guidance document.

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Foreword

Based on the 2012 December 1 Child Count data, West Virginia public schools serve 438 students whose primary exceptionality is deaf or hard of hearing. Eighty-seven percent of these students are served in their local school district. The guidance and clarifications issued by federal and state legislation ensure students who are deaf or hard of hearing have access to and participate in the general education environment, including extracurricular activities. For many of these students, interpreting services provide this access.

While the field of deaf education consists of diverse philosophies, methodologies and educational options, it is universally agreed upon that the major barriers to learning associated with hearing loss are language and communication. The communication system used by the student dictates the type of interpreter needed.

This document provides guidance and support to school districts, teachers, interpreters, students and parents regarding educational sign language interpreters. It is an important part of the state's ongoing efforts to ensure a high quality education is available to all students.

A handwritten signature in black ink that reads "Steven L. Paine". The signature is fluid and cursive, with the first name "Steven" and last name "Paine" clearly legible.

Steven L. Paine, Ed.D.
State Superintendent of Schools

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Chapter 1: Impact of Disability and Specially Designed Instruction

Purpose

Interpreting services were added to IDEA's list of related services in the 2004 reauthorization and are defined at §300.34(c)(4) as follows:

(4) *Interpreting services* includes —

(i) The following, 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

(ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Interpreting for children who are deafblind is complex. This guidance document does not address their unique needs. Contact West Virginia's deafblind project: WV SenseAbilities at the department of education for information regarding children who are deafblind. Additionally, the National Consortium on Deaf-Blindness provides an excellent resource: Assessment of Deafblind Access to Manual Language Systems (ADAMLS). It may be found at: <http://nationaldb.org/library/page/88>

This guidance document provides resources and suggestions to enhance the provision of educational interpreting services to students who are deaf or hard of hearing in order to support their educational goals. It is written for administrators, teachers of students who are deaf or hard of hearing, general educators, students, speech language pathologists, interpreters and others who provide services to students who are deaf or hard of hearing as well as parents. Information about CART, C-Print and TypeWell along with a student readiness checklist for these services can be found in the Appendix.

Impact of Hearing Loss

Students who are deaf or hard of hearing have needs that differ from other groups of students. Most hearing children, with or without disabilities, enter school with a basic command of language. They are able to receive, express and process language and, as a result, have extensive vocabularies. Children who are deaf or hard of hearing usually do not enter school with the same language background as their hearing peers. Their unique language and communication needs present special challenges to educators regarding appropriate programming and placement (NASDSE, 2006). It is critical for these students to have a formal communication system that is accessible and allows for efficient social interaction and the sharing of ideas. Without communication skills, a student will be severely limited in language development and may lack appropriate social skills and opportunities for meaningful interaction with peers. For many students who are deaf or hard of hearing placed in the general education environment, educational interpreting is the support service that allows them equal access to

“The ability to communicate effectively is essential to the human experience and necessary for cognitive development, social and emotional well-being, linguistic competence and academic growth”

National Association of State Directors of Special Education (NASDSE, 2006).

instruction to benefit from the overall school experience. This support service provides these students, their parents, hearing children, faculty and other school personnel the communication bridge necessary to allow participation in the educational and social activities of the school.

“Education personnel who work with students who are deaf or hard of hearing encompass a wide range of skills, abilities and talents. Any given child may require a multiplicity of services. Collaboration among services providers, families, communities and students is a key component to successful provision of services”

(NASDSE, 2006, p. 80).

The educational and life consequences of inaccessibility to communication and social isolation include the following:

- Reduced literacy levels (Holt, Traxler & Allen, 1997, as cited in Siegel, 2000; Karchmer & Mitchell, 2003);
- Increased risk for social-emotional disorders (Leigh, *et al.*, 1989; Hindley & Kitson, 2000);
- Lower graduation rates (Easterbrooks, 1999, as cited in Siegel, 2000);
- Increased reliance on government assistance (Siegel, 2000);
- Lower average income than their hearing counterparts (Siegel, 2000); and
- High rates of un- and underemployment [Northern California Center on Deafness Report (NORCAL), 1998, as cited in Siegel, 2000].

Within the population of students who are deaf or hard of hearing, variables that may affect access to and progress in the general education curriculum include:

- Type of hearing loss;
- Degree of hearing loss and possible progression;
- Age of onset;
- Age at which intervention begins;
- Effectiveness of intervention services;
- The family system;
- Lack of appropriate language access;
- Cultural and linguistic background; and,
- Additional cognitive and/or physical disabilities.

For all of these reasons, no single communication methodology, instructional strategy, technology or guideline can meet the needs of all students who are deaf or hard of hearing.

Terminology of Deafness and Hard of Hearing

The term “*deafness*” is used to mean “a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects the child’s educational performance.” In accordance with WVBE Policy 2419: *Regulations for the Education of Students with Exceptionalities*, a student who is deaf relies primarily on his/her vision to access spoken communication.

The term “*hard of hearing*” is used to mean “a hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness”. In accordance with WVBE Policy 2419, a student who is hard of hearing relies primarily on his/her hearing to access spoken communication.

The decision for the provision of an educational sign language interpreter or a sign support specialist does not rely solely on the identified student’s exceptionality (deaf or hard of hearing).

Provision of Services

In a 2011 letter to the president of the Conference of Educational Administrators of Schools and Programs for the Deaf, Melody Musgrove, Director, Office of Special Education Programs, U.S. Department of Education interprets Part B’s Least Restrictive Environment (LRE) requirements as applied to children who are deaf. “Any setting that does not meet the communication and related needs of a child who is deaf does not allow for the provision of FAPE and cannot be considered the LRE for that child.” This interpretation reaffirms the October 1992 policy guidance provided by the Department of Education which states:

“Any setting, including a regular classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs, including communication needs, is not the LRE [Least Restrictive Environment] for that individual child...Any setting which does not meet the communication and related needs of a child who is deaf, and therefore does not allow for the provisions of a free appropriate public education (FAPE), cannot be considered LRE for that child...”

Deaf Students Education Services: Policy guidance. 57 Fed. Reg. 49275 (October 30, 1992).

The IDEA requires the Individualized Education Program (IEP) Team to consider the communication needs of a child who is deaf or hard of hearing. Specifically, the IEP Team must consider:

- The child’s language and communication needs;
- Opportunities for direct communication with peers and professional personnel in the child’s language and communication mode;
- The child’s academic level; and
- The range of needs, including opportunities for direct instruction in the child’s language and communication mode.

[34 CFR§300.324(a)(2)(iv); 8 VAC 20-80-62 E].

The IEP for a student who is deaf or hard of hearing must be communication driven. West Virginia Department of Education’s (WVDE) *IEP Consideration Factors for the Student Who is Deaf or Hard of Hearing* assists the IEP Team in its consideration of a student’s communication needs and in addressing the above requirements. This “communication plan” guides the IEP Team in identifying the student’s primary and secondary form of communication. It is designed to be used during the development of the initial IEP and reviewed annually, providing an opportunity for the IEP Team to examine whether the student’s communication needs are being met and to plan for support. A copy of this tool may be found in the appendix or at the following web address: <http://wvde.state.wv.us/osp/IEPConsiderationFactors.pdf>

Serving students who are deaf or hard of hearing often requires personnel with a unique, specialized set of knowledge and skills. This document focuses on two of these classifications: the educational sign language interpreter and the sign support specialist. Both classifications provide communication facilitation between students, professionals and others in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's IEP. These guidelines apply to any person providing educational interpreting or sign language services to a student who is deaf or hard of hearing, whether full-time, part-time or as a substitute and regardless of whether the person providing interpreting services is an employee of the local educational agency (LEA) or is employed on a contractual basis.

Facilitator Not Instructor

Neither the educational sign language interpreter nor the sign support specialist should function as the student's teacher unless they have teaching credentials and are employed as a teacher by the district. Such responsibilities fall upon the general education and/or teachers of the deaf/ hard of hearing. Educational sign language interpreters and sign support specialists are facilitators of communication, however, they may serve as tutors under the direct guidance and supervision of a certified teacher.

The remaining sections within this document further define educational sign language interpreter and the sign support specialist. It provides a framework for their roles and responsibilities and delineates the responsibilities of administrators, educators, support personnel and the student in communication access.

Chapter 2: Educational Sign Language Interpreter and Sign Support Specialist

Educational sign language interpreters and sign support specialists are two separate classifications having different roles and responsibilities. Educational sign language interpreters I and II provide the communication access for students who are deaf or hard of hearing. This decision is determined by the IEP Team. It is a component of the required documented consideration of the special factor for students who are deaf or hard of hearing. It is based on the individual student's communication needs, not the determination of the student's exceptionality of deaf or hard of hearing.

What is the difference?

The differences between educational sign language interpreters and sign support specialists center on interpreting proficiency, classification and roles and responsibilities. The **primary** difference is that sign support specialists **supplement** communication for students who can hear, whereas, educational sign language interpreters **provide access** to the auditory environment through sign language for students who are deaf or hard of hearing.

In 2013, HB 2470 amended West Virginia Code §18A-4-8 to define a sign support specialist as a person employed to provide sign supported speech assistance to students who are able to access environments through audition. A sign support specialist may be assigned to a student with an exceptionality other than deaf or hard of hearing if it is determined that the student needs signs to support his or her expressive communication. A sign support specialist may be assigned to a student who is deaf or hard of hearing **ONLY** if an educational sign language interpreter is unavailable and the sign support specialist is executing a professional development plan while actively seeking certification as an educational sign language interpreter. After two years, the sign support specialist may remain in the assignment **ONLY** if an educational sign language interpreter remains unavailable and with an approved waiver of the West Virginia Department of Education (WVDE).

An educational sign language interpreter I or II provides communication access across all educational environments, including extra-curricular activities, to students who are deaf or hard of hearing. He/she meets the Paraprofessional Certificate-Educational Interpreter specified in WVBE Policy 5202: *Minimum Requirements for the Licensure of Professional/Paraprofessional and Advanced Salary Classifications*. As a related service provider and a member of the educational team, the educational sign language interpreter is fluent in the languages used by deaf, hard of hearing and hearing people, and works to ensure the implementation of the IEP. Using sign language/communication systems and spoken languages in public school settings, the educational interpreter provides access to the general curriculum, classroom dynamics, extracurricular activities and social interactions.

“Educational Interpreters are trained professionals who are able to listen to another person’s choice of words, inflections and intent while simultaneously interpreting them into the visual language of signs using the mode of communication requested. They are also able to comprehend the choice of signs, inflections and intent of the person signing and simultaneously speak articulate and appropriate English. Interpreters apply specialized knowledge and skills to facilitate effective cross-cultural communication accurately and impartially between people using spoken and signed languages” (Registry of Interpreters for the Deaf www.rid.org).

Guidelines to use when making decisions:

Classifications/ Qualifications		Summary of Roles & Responsibilities	
Educational Sign Language Interpreter	Sign Support Specialist	Educational Sign Language Interpreter	Sign Support Specialist
Classified as a related service provider on Part IX of the IEP.	Classified as supplemental aids and services on Part IX of the IEP.	Member of the IEP Team who contributes knowledge and professional background and expertise on the student's communication access and needs.	May or may not be invited to participate in IEP Team meetings.
<ul style="list-style-type: none"> Has met the requirements for Paraprofessional Certificate: Educational Sign Language Interpreter I or II (WVBE Policy 5202). Fluent in the languages that they interpret. Can interpret someone else's thoughts effectively. Knowledgeable of and committed to following a Professional Interpreting Code of Ethics. Knowledgeable in language systems, interpreting theory, cross-cultural communication & ethical decision-making. 	<ul style="list-style-type: none"> Has NOT met the requirements for Paraprofessional Certificate: Educational Interpreter (WVBE Policy 5202). Knows sign language but may not be fluent. Able to communicate basic/general thoughts. May not be aware of a Professional Code of Ethics for Interpreters and is not bound by them. May have taken sign language classes or learned from a book. May know one or two deaf people. Unlikely to be knowledgeable about the professional interpreter's role. Views his/her role as a "helper". 	<ul style="list-style-type: none"> Provides complete interpretation of all academic content. Assigned only to a student who is deaf or hard of hearing. Provides the student access to the curriculum, classroom dynamics, extracurricular activities, and social interaction by interpreting all spoken language and auditory cues. 	<ul style="list-style-type: none"> Supplements communication through language support and reinforcement of academic concepts and lessons. May be assigned to students with exceptionalities other than hearing loss (e.g. Autism, Communication Disorders, Intellectual Disability, etc.) or those who access the curriculum primarily through hearing. Can only be assigned to a student who is deaf or hard of hearing if an interpreter cannot be found. In this case, specialist must be on a professional development plan leading to credentialing as an interpreter. After two years an approved waiver from WVDE must be obtained.

In order to effectively use an educational sign language interpreter, the student must have a communication system and language foundation base. Providing an educational sign language interpreter or sign support specialist to a student who is deaf or hard of hearing without this language foundation will not be of educational benefit. Educational sign language interpreters do not teach language.

Continuum of Student Readiness for an Educational Interpreter

(adapted from: *Odyssey, Spring 2010*)

Student is likely “ready”	Student may be “ready” with added support	Student may or may not be “ready”	Student is not “ready”
This student is developmentally on track in language, social-emotional and cognitive skills. The student is able to handle the NxGCSOs in a general education environment with minimal supports. The student is familiar with the interpreter role’s and developmentally “ready” as determined by the IEP Team to receive interpreting services for some of his/her academic schedule.	This student is developmentally on track in language, social-emotional and cognitive skills. The student is able to handle the NxG CSOs in a general education environment with added support. The student is familiar with the interpreter’s role and developmentally “ready” as determined by the IEP Team to receive interpreting services for some of his/her academic schedule.	The student is lagging developmentally in language, social-emotional and/or cognitive skills. The student may be able to access/progress in the NxGCSOs in a general education environment with intensive supports and supplemental instruction. The student is familiar with the interpreter role’s and may be developmentally “ready” as determined by the IEP Team to receive interpreting services for some of his/her academic schedule.	This student is limited developmentally in language, social-emotional and/or cognitive skills. The student is not able to understand an interpreter or handle the NxGCSOs in a general education environment. The student is unfamiliar with the interpreter’s role and not developmentally “ready” as determined by the IEP Team to receive interpreting services for any of his/her academic schedule.
Student is likely “ready”	Student may be “ready” with added support	Student may or may not be “ready”	Student is not “ready”
Considerations for Student Supports			
The educational team will need to monitor student progress and make adjustments as necessary.	Supports such as pre-teaching or content review should be considered. The educational team will need to monitor student progress often, and make adjustments as necessary.	In addition to pre-teaching and content review, supports such as tutoring and supplemental instruction should be considered. The educational team will need to monitor the student progress frequently and make adjustments as necessary.	This student is not ready to receive interpreting services and requires direct instruction from a teacher(s) certified in deafness and fluent in the student’s language and communication mode.

An additional resource to IEP Teams in determining other competencies to successfully use an educational sign language interpreter is found in the appendix (Broad-Spectrum Student Competencies).

Chapter 3: Interpreting: Framework

Qualified educational sign language interpreters have demonstrated sign language competence and should be recognized as knowledgeable in that area just as teachers of the deaf and hard of hearing are knowledgeable in the education of students who are deaf or hard of hearing. The expertise of both is needed for the student to progress in the general curriculum.

The interrelatedness of the roles and responsibilities between an educational sign language interpreter and a student is a fluid progression from a high level of dependence in preschool to responsibility and self-advocacy in high school. Initially, the student is often virtually dependent upon the interpreter to access the educational experience. As the student gains in knowledge, language and understanding of the environment, the interpreter must adjust behaviors and facilitate the student gradually becoming more independent. This balancing act required of interpreters is further explained in the article, *Inverse Pyramids of Educational Interpreting Discussion* by Patrice Stephenson (2002).

In preschool and elementary settings the educational sign language interpreter is responsible for assisting the educational team in supporting the student's developing a strong language base. This encompasses identifying key vocabulary, prioritizing what is to be relayed, understanding language development and other means of teaching communication. The interpreter must recognize and shape the student's communication attempts into a more formal system and accurately relay information to the teacher and the student's peers. This relayed information enables the teacher to appropriately set goals and to monitor social and academic achievement. Simultaneously, the interpreter trains the student to focus on the interpreter. Prior to exposure to an interpreter, the preschooler attends to the person speaking to determine the intended message. In the educational setting, the student learns to look to an adult who is not speaking to access the information from the person speaking. Trust is established as the student discovers the interpreter shares all important happenings in the classroom by teacher, peers and others. Attending to an interpreter is a learned behavior; this goal should be included in the child's IEP.

A popular misconception is that the more skilled interpreters should be assigned to work with the high school students. This is NOT true.

Modeling appropriate social skills is another important role of an educational sign language interpreter in preschool and elementary schools. Through the interpreter's behavior, the young student learns techniques for getting someone's attention, active participation in groups and the register for speaking to adults versus peers. Unlike hearing students, students who are deaf cannot simultaneously engage in an activity and "listen" to instructions. It is not possible to work/play and listen at the same time. The interpreter must know how to guide the teacher or look for opportunities to guide the student's attention back to the group when information is provided. Use of an interpreter during interactions is a learned process in these early years.

In elementary settings, an interpreter is often responsible for the auditory and assistive technology needs of the student until the student learns to care for the equipment. Equipment checks, such as the daily hearing aid check, may be the responsibility of the teacher of the deaf, speech language pathologist or others. However, removing and returning the hearing aids before and after recess or adjusting squealing ear molds may be the interpreter's responsibility until the student learns these roles.

The educational sign language interpreter is with the student the majority of the time. Until the student matures, the interpreter is often responsible for getting the student to speech therapy or other related services. The interpreter may be asked to reinforce goals of these professionals. However, by middle school or high school the student, not the interpreter, should be responsible for his or her own schedule and assignments. The interpreter should not need to remind the student to bring a pencil or complete assignments. The student should not need to borrow materials from the interpreter. At this stage, the student learns to ask the appropriate person for help when needed and to seek clarification from the teacher,

Learning to use an interpreter is an essential aspect of development of a student who is deaf or hard of hearing.

(EIPA Guidelines of Professional Conduct for Educational Interpreters, 2007)

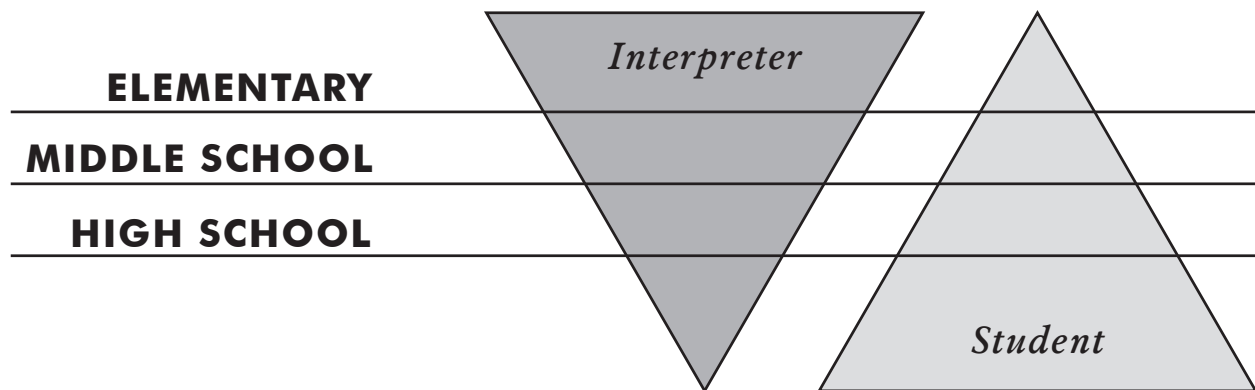
and not the interpreter. The student should be an active participant in developing the IEP.

Progressing from preschool through the 12th grade, the student gradually accepts more responsibility for self-advocacy in various environments.

The educational sign language interpreter's role is to ensure communication access to the environment. Community interpreting is very different from educational interpreting. With increasing independence the student's effective use of a community interpreter is essential to successful post-school transition. By graduation, the student should be competent in advocating for accommodations such as special seating, lighting, acoustical and other environmental requirements. The student must have the confidence and skills to clearly articulate needs for basic communication access. For example, the student must communicate to an employer or professor that it is not possible to take notes or copy from the board and watch the interpreter at the same time, or that the student can attend to only one speaker at a time making "free-flowing" discussion difficult. It may be necessary to request the speaker slow the pace in order for the interpreter to keep up. Problem-solving and advocacy skills are essential for access to post-secondary and community opportunities. These goals should be reflected on the student's IEP.

It is critical to understand the interrelatedness of the student's independence and the roles/responsibilities of the educational sign language interpreter. Student independence is a life skill that must be supported by the interactions of adults with the student. This illustration is based on a model widely credited to Dennis Davino who is involved in training parents and interpreters in Signing Exact English II (SEE II).

Interpreter Responsibility/Student Independence

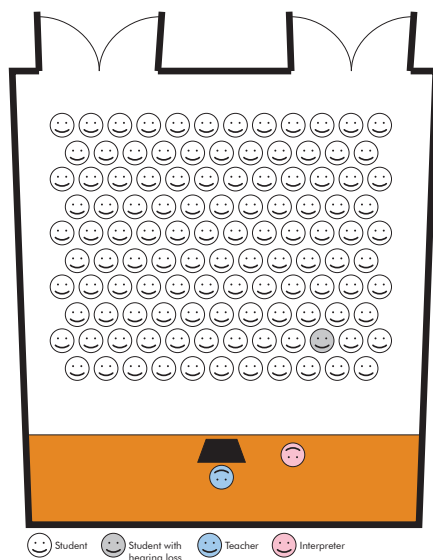
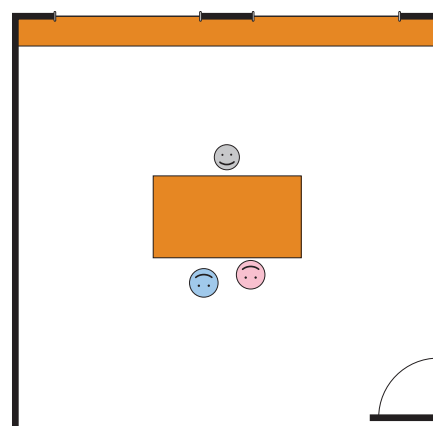
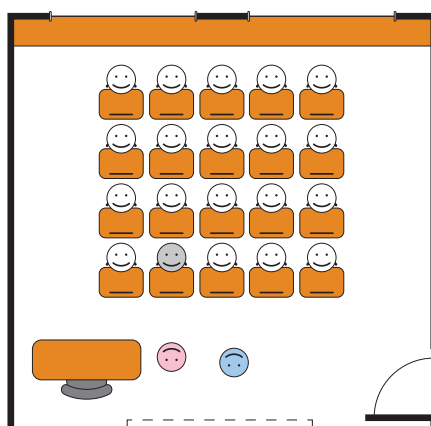
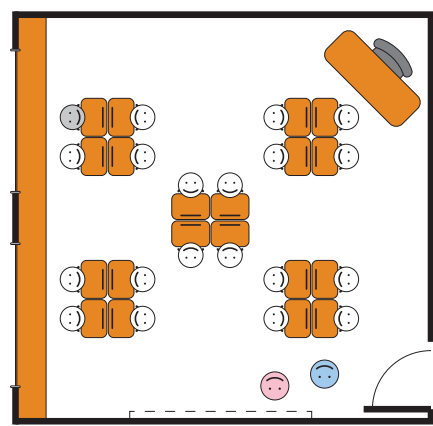
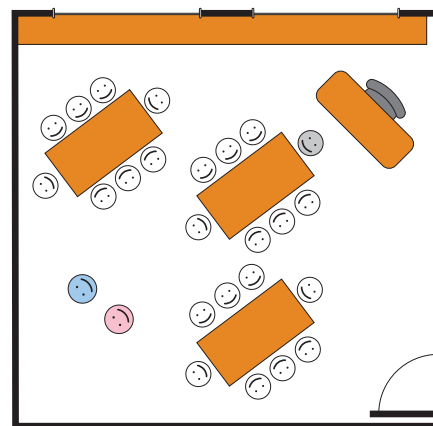
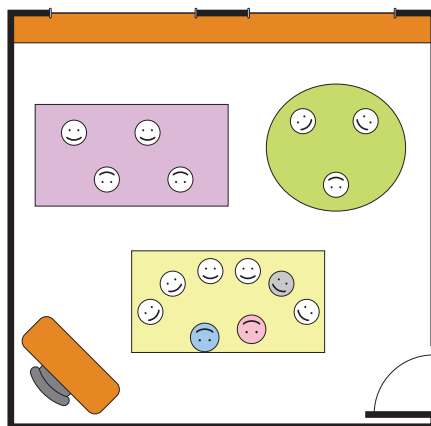
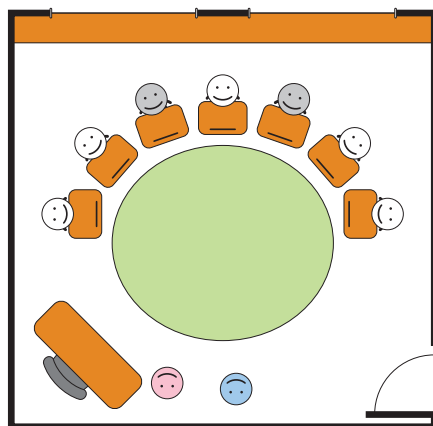


Scenarios for Optimal Visual Access:

Following are examples of classroom environments that provide the visual access required for a student who is deaf or hard of hearing. The critical thread throughout these scenarios is assurance that the student has a direct line of vision to the teacher, interpreter **AND** the materials presented. Additional environmental considerations include cluttered backgrounds, hallway traffic, lighting, either artificial or natural and changes in lighting. An educational sign language interpreter might need to be in close proximity to both the teacher and the material in order to reference the material. For example, dividing “x” by “y” is not possible to interpret if the interpreter is not standing next to the board/screen with the teacher. The student must also have visual access to others who may be speaking during class discussions. These considerations take careful discussions with the teacher, interpreter and student. The student’s maturity is a critical factor.

Students who are deaf require time to process visual aids and materials before returning their attention to the interpreted message.

Note: For students in preschool and lower elementary, it is often necessary for the interpreter to be close to the student to maintain attention and to provide additional language supports. Other learning behaviors such as knowing where to look, locating who is speaking, finding the correct page, and understanding how to use an interpreter, need to be learned by the student in these early years. However, by upper elementary the following scenarios should be considered.



Classrooms and environments vary which can present a challenge to ensure the student has a direct line of vision to the interpreter, teacher/speaker and materials presented.

Chapter 4: Roles and Responsibilities: *Communication Access*

A critical component of an effective program is clear understanding of the roles, responsibilities and expectations of all parties involved. The following is a list of roles and responsibilities for a local education agency providing interpreting services. It is not intended to be an exhaustive list.

TEACHER OF THE DEAF/HARD OF HEARING (TD/HH) *(If a TD/HH is Not Assigned, Responsibilities Belong to the Case Manager.)*

During the Individualized Education Program Team Meeting

- Complete or update annually the student's communication plan: IEP Consideration Factors for the Student Who is Deaf or Hard of Hearing. (<http://wvde.state.wv.us/osp/IEPConsiderationFactors.pdf>)
- Guide the decision making process in determining the student's readiness for an educational sign language interpreter and/or the language supports needed to benefit from the interpreter.
- Ensure the IEP provides the student full language/communication access to educational environments.
- Address the student's understanding and subsequent responsibilities of the changing roles/responsibilities of the interpreter as the student progresses through the pre-K-12 system.

Beginning of the School Year

- Ensure general educator(s), interpreter and all appropriate personnel have access to and understand the student's IEP and their role in its implementation.
- Ensure that staff and students have information and training on hearing loss and the role of an interpreter.
- Explain to the student's educational team the use and function of the student's equipment and facilitate the proper placement and use of any auditory equipment, if appropriate.
- Assist the general educator with the room structure or seating arrangement of the student who is deaf or hard of hearing.
- Explain to the general educator how to work with an interpreter, including the interpreter's role during tests and other assignments.
- Meet the interpreter and other team members and assist them with clarification of their roles and responsibilities. Direct any concerns or questions to the appropriate administrator.

Throughout the School Year

- Reiterate that the student is expected to obey all classroom rules.
- Work collaboratively with the interpreter and other team members to ensure implementation of the IEP and the provision of language/communication access to the educational environment.
- Monitor the implementation of interpreting services as stated in IEP.
- Consult with general educators and related service providers to monitor the student's progress and placement.
- Provide the classroom teacher information on the impact of hearing loss specific to the student and on instructional techniques that may be helpful including the selection of an appropriate notetaker as needed. Offer assistance to teachers with any problems that occur.
- Mediate misunderstandings or conflicts; refer to supervisor or interpreter coordinator.
- Competently communicate directly with the student using the student's mode of communication.

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- Work collaboratively with the interpreter and general educator to ensure the reinforcement of instruction/concepts.
 - Provide information for staff, students and their peers on Deaf culture, assistive technology, and activities in the deaf community, where appropriate. Consider organizing sign language classes, clubs (depending upon the needs of the student).
 - Reinforce self-advocacy through instruction and IEP goals.

EDUCATIONAL SIGN LANGUAGE INTERPRETER

During the Individualized Education Program Team Meeting

- Participate in the student's IEP as a team member who contributes information about the student's language/communication needs and how the student is functioning with an interpreter.

Beginning of the School Year

- Review the IEP and support implementation of goals, accommodations and modifications by providing communication access.
- Discuss with the general education teacher(s), student and parents the primary role of the interpreter.
- Collaborate with the student's educational team in regard to the student's access to communication in the classroom.
- Obtain and review textbooks (teacher's editions if available), course outlines, WV Next Generation CSOs and other related materials.
- In consultation with the student's teacher, determine appropriate position in classroom to maintain line of sight to teacher and materials. This will vary depending on student's age and classroom activity.

Throughout the School Year

- Refer the student to designated school personnel when problems occur with a hearing aid or auditory system.
- Dress professionally; be mindful of the student's eye fatigue and the impact your clothing has on this (e.g. avoid wearing nail polish colors which contrast skin tone; avoid patterned, bright or reflective shirts; avoid unnecessary jewelry on hands or wrists).
- Adapt/adjust signing to meet the communication of the student.
- Collaborate with the educational team to determine if problems are course-related or interpreting service-related. Accommodations may be necessary.
- Educate consumers (students and staff) about working with interpreters. This may include training students, both hearing and deaf/hard of hearing, to work with interpreters; orientation of new interpreters to the school; and professional development for teachers and staff.
- Refer parents with concerns/questions about the student to the teachers or administrator. It is the teacher's role not the interpreter to communicate directly with the parents.
- Promote direct communication between the student, teachers and others. Encourage student independence.
- Interpret all lectures, discussions, demonstration, announcements and any other school-sponsored activities as effectively and accurately as possible asking for clarification when needed.

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- Interpret sign-to-voice, in the manner in which the expression is presented. In the case of inappropriate or “questionable” language, it is not the role of the interpreter to act as an editor or censor the message. Consult with administrator regarding school policy.
 - Non-interpreting duties must never interfere with primary role of interpreter. Do not leave a student without an interpreter in class.
 - Inform and collaborate with the general educator regarding the student’s difficulty in understanding the course content. (Older students should communicate this to the teacher themselves.)
 - Interpret the student’s comments, responses and presentations as effectively and accurately as possible.
 - Maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) and the Educational Interpreter Code of Conduct.
 - Through collaboration with general educators and in reviewing lessons, be prepared for the classroom instruction and become familiar with the content in order to make appropriate sign choices, fingerspelling decisions and communication of concepts.
 - Interpreters are expected to arrive at work at the time designated by the school/district. Unless the interpreter is taking annual leave for a full or partial day, the interpreter must stay for the duration of the scheduled work day, whether the student who is deaf or hard of hearing attends school that day.
 - Interpreters should take advantage of any “down time” during the day to prepare for future classroom lessons.
 - Anticipate needs and assist in arranging an accessible environment prior to special events such as assemblies, performances or guest speakers.
 - Use planning time to efficiently become familiar with new content area and signs required.
 - Constantly monitor and adjust the learning environment to ensure the student maintains visual access to communication and all visual materials.
 - Guard against the development of inappropriate dependence in the student/interpreter relationship. The student’s independence must be a priority. Promote age-appropriate self -advocacy and independence i.e., getting assignments, asking for clarification, organizational skills.
 - Pursue professional development opportunities pertaining to educational interpreters.
 - Develop a folder of information to assist a substitute educational interpreter.
 - Refer the student’s questions to the teacher and do not assume the teacher’s role.
 - Dress in a professional and appropriate manner. Be on time for class and do not leave early. (See Chapter 5: Code of Conduct)
 - Function in a manner appropriate to the situation and strive to maintain professional standards and interpersonal relations.

STUDENT (*With Increasing Levels of Independence*)

During the Individualized Education Program Team Meeting

- Participate as an equal member of the IEP Team.

Beginning of the School Year

- Maintain responsibility for batteries and equipment.
- Discuss seating to allow a clear and unobstructed view of teacher and materials presented.
- Discuss communication preferences (including sign preference) and accommodations such as note takers with teacher and interpreter.

Throughout the School Year

- Follow the school rules and WVBE Policy 4373: West Virginia Manual for Expected Behavior in Safe and Supportive Schools.
- Be on time for class. Follow all class and school rules.
- Use hearing aid, cochlear implant and group auditory system as needed.
- Acquire and demonstrate the skills to appropriately utilize interpreter services.
- Participate in all classroom activities and discussions with necessary accommodations.
- Remember the teacher is responsible for providing instruction, explaining lessons, answering questions and giving assignments. The teacher is in charge of the class.
- Watch the interpreter. Do not talk to or distract the interpreter while interpreting. Do not expect the interpreter to repeat missed information because of student's lack of attention.
- Ask teachers to repeat directions, inform them of problems with class work or request clarification. Do not ask interpreter.
- Learn the roles of the interpreter, other related service provider, and the IEP Team members.
- Learn differences between educational and community interpreters.
- Self-advocate to ensure appropriate accommodations are provided such as notetaker and interpreter.
- Become familiar with the available assistive technology such as relay services, Telecommunication Device for the Deaf (TDD), Video Phone (VP) and texting/IM.
- Keep track of all assignments, tests and projects as directed by teacher.

SCHOOL ADMINISTRATOR

During the Individualized Education Program Team Meeting

- Ensure that the student's interpreter is included as a member of the IEP Team to address communication issues specific to the student and the educational environment.
- If an interpreter is needed for the IEP Team meeting, ensure that another interpreter is used allowing the student's interpreter to fully participate.
- Discuss the need for interpreting services to participate in extracurricular and other nonacademic activities.

Beginning of the School Year

- Ensure IEP Team members, students and parents have full access to the educational process including but not limited to evaluations, IEP Team meetings, social and extracurricular activities, instruction, parent-teacher meetings and school plays.
- Ensure protocol is established for daily monitoring of hearing aid, cochlear implants and other auditory amplification systems.
- Ensure interpreters have access to textbooks and other educational materials to effectively and accurately interpret.
- Provide appropriate educational environment with equal access i.e., Video Phone (VP), lighting, fire alarms, acoustics and closed captions.

Throughout the School Year

- Provide time and space for interpreter preparation. Preparation includes pre-reading and previewing instructional content materials to accurately interpret the lesson. Time is also needed for consultation and collaboration with teachers and other members of the student's educational team.
- Provide sufficient time to plan and rest from interpreting thus avoiding repetitive motion injury which diminishes the quality of sign language interpreting due to mental and physical fatigue.
- Include interpreter in staff meetings/activities.
- In collaboration with the special education director, ensure appropriate interpreter related professional development opportunities are afforded to interpreters.
- Ensure non-interpreting duties do not interfere with primary role of interpreter.
- Discipline the student who is deaf or hard of hearing according to school policy.
- In collaboration with the special education director, provide guidelines, handbooks and in-service training concerning roles and responsibilities of the educational interpreter.
- In collaboration with the special education director, compensate educational interpreter appropriately for interpreting services outside the normal school day.
- In collaboration with the special education director, ensure county/school provides the interpreter with a clear job description.
- Do not pull an interpreter from the student for other duties. This leaves the child without access to the environment and is a potential safety issue.
- When having a personal conversation that does not involve the deaf or hard of hearing student, ask the student to leave the room, just as you would a hearing student. In the presence of the student, it is unethical to ask the interpreter to not interpret what is being said.
- One interpreter should never be responsible for interpreting for more than one student who is deaf or hard of hearing UNLESS the students are in the same classes throughout the day and share the same communication modality.

GENERAL EDUCATOR

Beginning of the School Year

- Be knowledgeable of the student's IEP and your responsibilities.
- Discuss these responsibilities with the interpreter and professionals to ensure a common understanding.
- Inform the interpreter of specific classroom rules and class format.
- Become familiar with and support use of any special equipment used by the student.
- Introduce the interpreter to the entire class; allow class time for the interpreter to explain his/her role.
- Be flexible in assisting the student and interpreter with classroom placement and seating arrangements. Preferential and roving seating are important so the student can have visual access to the teacher, interpreter and students who are contributing to classroom discussions.

Throughout the School Year

- Provide the interpreter with all textbooks and other related materials used in class. Provide an overview of upcoming instruction. Apprise the interpreter of specific or new vocabulary.
- Discipline problems in the general education classrooms are the responsibility of the general educator unless the IEP states otherwise.
- Expect the student to obey the same rules and regulations as his/her classmates. (The inability to hear the bell does not excuse tardiness.)
- Direct questions regarding interpreting or language access to the interpreter, privately and professionally during the situation or after class.
- Maintain eye contact with the student, rather than with the interpreter. Face and talk directly to the child. "My name is Ms. Smith" is more empowering and inclusive than "Tell him my name is..."
- Speak at the same speed you would use in any instructional situation. You do not have to slow down to accommodate the child in the classroom. The interpreter will ask for clarification if needed. However, during oral reading, it is important to realize that speed tends to increase. Please be aware that the child may be trying to watch the interpreter and follow the text. Accommodations may be needed.
- Be aware that, due to the time required to process the information, the interpreter may be several sentences behind the speaker. During classroom discussion, establish a rule that one person speaks at a time. When students raise their hands and teachers point to the next speaker, it allows the child who is deaf or hard of hearing to more fully participate in fast-paced lively conversations.
- When possible use closed-captioned films and videos. The teacher of the deaf/hard of hearing will assist you in obtaining these.
- Include the student in class discussions. Be aware of the "lag" time in the interpreting process.
- Remember the interpreter is interpreting for everyone in class.
- Contact the teacher of the deaf/hard of hearing directly if academic problems exist. Do not relay information through the interpreter.
- Be aware the interpreter may continue to sign the information or to clarify communication even after the teacher/classmate has finished speaking.
- Students are not able to look at visual aids, write, read text AND attend to the interpreter simultaneously. Accommodate needs of students who acquire information primarily through their eyes.
- When having a personal conversation that does not involve the deaf or hard of hearing student, ask the student to leave the room, just as you would a hearing student. In the presence of the student, it is unethical to ask the interpreter to not interpret what is being said.

Chapter 5: Code of Conduct:

Adapted from Registry of Interpreters for the Deaf (RID) Code of Ethics

Sign support specialists and educational sign language interpreters are county school employees and, therefore, required to adhere to the guidelines within their educational system. Educational sign language interpreters must also adhere to the following ethical guidelines.

“An interpreter who demonstrates flexibility because of multiple skills, inclusive attitudes and pluralistic knowledge is truly a valuable asset to a school program; this interpreter is the prototype we all should aspire to be.”

Brenda Chafin Seal

“Best Practices in Educational Interpreting”

1. Confidentiality

- A. The interpreter in the educational setting may discuss student information only with other members of the student’s educational team (e.g., interpreters, teachers, supervisors) who are directly responsible for the student for whom the interpreter service is provided.
- B. Private conversations among students and between professionals and students, such as personal problems or grades, are confidential.
- C. The interpreter in the educational setting should report directly to a classroom teacher or a designated supervisor when the interpreter finds it necessary to step out of the interpreter’s role.
- D. As a professional member of the student’s educational team, the interpreter is expected to participate in the IEP Team meeting to provide information regarding the student’s communication access within educational environments. **The interpreter should not be expected to interpret for the meeting in which the interpreter is participating.** If the interpreter is unable to attend the meeting as a team member, written input may be submitted.
- E. The interpreter in the educational setting is obligated to report:
 - (1) Serious behavior that any other school personnel would be required to report. (Examples include suspected physical, sexual or psychological abuse at or outside of school; the breaking of laws).
 - (2) “Need to know” items for the provision of best educational opportunities. Interpreters should share information with the student’s educational team and substitute teachers and interpreters regarding accommodations, such as special seating arrangements for students.

2. Accuracy

- A. The interpreter provides an interpretation that meets the linguistic needs of the student. It is recognized that some students who are deaf or hard of hearing may require clarification, elaboration or adjustments in an interpreted message due to differences in knowledge base, culture, language experience. It may be necessary to seek consultation and training from people well versed in the particular culture(s) of the student(s).
- B. The IEP Team, including the parents, will select the mode of communication to be used in the educational setting. The interpreter does not make this determination. The interpreter is obligated to use the mode of communication determined to be appropriate for the student by the IEP Team.
- C. To deliver the content and spirit of the teacher’s/speaker’s communication, the interpreter needs to convey the same register, emotion and melody of the teacher’s/speaker’s message.
- D. Effective interpreting requires the interpreter to prepare for classroom academic content, including previewing text books, teacher’s lesson plans or electronic presentation slides or films, and learning technical vocabulary.

3. Impartiality

- A. The classroom teacher is responsible for the class and discipline. The interpreter shall maintain an impartial role. The interpreter is not responsible for either disciplining or calling on the students who are deaf or hard of hearing to answer questions.
- B. The interpreter clarifies his or her role in the classroom as situations arise. For example:
- The interpreter gives clues needed for successful interaction and development of student independence. (e.g., if the student mistakenly directs questions to the interpreter, the interpreter may sign, “I will interpret for you, so you may ask the teacher” or may use subtle body language or eye cues).
 - The interpreter may expand cultural concepts in order to meet the student’s linguistic needs and bridge cultural issues.
 - The interpreter may explain Deaf culture behaviors to other adults and students.
 - The interpreter in the educational setting may be called upon to clarify, review and reinforce concepts presented.

Familiarity with the subject matter will enhance the quality of the interpreted message. Adequately preparing for the lesson includes: review of class outlines, lesson plans, texts, technical vocabulary and other pertinent information.

4. Professional Conduct

- A. An educational interpreter will maintain an appropriate wardrobe that will provide appropriate visual contrast. The following considerations should be made:
- Dark colors (black, navy blue, brown, green) for persons with light skin;
 - Light colors (off white, tan, peach) for persons with dark skin;
 - Solid colored clothing (avoid stripes, polka dots, shiny material);
 - High necklines (no scoop necks or low v-necks);
 - Jewelry that is not visually distracting;
 - Avoid rings, bracelets and necklaces and decorative nails that may interrupt the flow of communication;
 - Due to close sharing of personal space, ensure good personal hygiene.
- B. Interpreters are linguistic and cultural mediators between deaf or hard of hearing students and others. All actions should portray non-patronizing and positive attitudes.
- C. Educational interpreters often have other duties; a clear distinction must be made as to which role the person is functioning in at any given time. A separate time may need to be established when the student is scheduled for instructional support services provided by the interpreter.
- D. With support from the building principal and supervising teacher, the interpreter may conduct professional development for staff regarding communication with students who are deaf or hard of hearing and use of interpreting services.
- E. The interpreter will maintain professional boundaries, respect privacy of students and foster independent student learning.

Receiving information visually without breaks can be tiring and cause eye fatigue. Removing visual clutter and appropriate visual contrast will help reduce this.

5. Professional Development

- A. Interpreters should aggressively pursue an individualized comprehensive professional development plan. Occasional attendance at workshops will not enhance or maintain interpreting skills.
- B. Effective professional development opportunities:
 - are tied to a specific plan of professional development--the plan should build on the interpreter's current skills (*The EIPA Feedback Form, identifies the interpreter's current skills and provides suggestions for professional development.*);
 - are job-embedded to ensure sufficient practice time;
 - require active involvement of the participant;
 - are completed with others, such as a study group or mentor;
 - have a follow-up component, such as observation, networking, mentoring; and,
 - include the interpreter's reflection about his/her implementation of the concept/skill.

In order to be respected as a member of the educational team, and to provide students with access to the classroom, interpreters should be improving their skills and knowledge continually.

(EIPA Guidelines of Professional Conduct for Educational Interpreters, 2007)

Educational sign language interpreters shall strive to maintain high professional standards in compliance with Registry of Interpreters' Code of Ethics and the EIPA Code of Professional Guidelines.

Educational interpreters are employees of the local district. It is important to understand the interpreter works for the educational program and not for the student who is deaf or hard of hearing or the family. Not only must the interpreter maintain professional boundaries, but students and staff must also recognize and understand these boundaries.

How does the educational sign language interpreter handle discipline?

Generally, the educational interpreter would not be involved in disciplinary action. This would cloud the perception of roles, compromise the student-teacher relationship and strain the relationship between the student and the interpreter.

However, due to the proximity of the educational interpreter and the student, the educational interpreter may be involved in situations that need disciplinary action. It would be helpful for both the teacher and the educational interpreter to establish a mechanism for dealing with these situations at the beginning of the school year. At this time, strategies to address behavior that may require disciplinary action could be jointly developed. The teacher and the interpreter could then implement a plan to address a student's classroom management needs, behavior expectations and discipline. This could be as simple as a predetermined signal from the interpreter to the teacher that there is a problem.

In situations where the student is misbehaving toward the interpreter, the interpreter may respond directly. This may take the form of a private discussion between the interpreter and the student concerning mutual responsibility and respect or may include expanding discussion to include the teacher, administrators and other staff, as appropriate. The educational interpreter may also be asked to facilitate communication in disciplinary settings involving the teacher or other staff. In this case, it is possible that the anger the student may feel at the punishment, especially during the elementary years, may be focused on the interpreter rather than on the individual dictating the punishment. If the interpreter is involved in the situation being discussed, he/she should not also be expected to interpret. It is important that the child clearly understands the roles of the various professionals. Both the person providing the punishment and the interpreter will need to understand and be able to articulate these dynamics.

Chapter 6: School Administrators

*Even with the most skilled interpreter, a student who is deaf or hard of hearing using an interpreter is provided an **interpreted** education.*

Introduction

Public schools are responsible for providing both students and parents with meaningful access to the educational process. For students and/or parents who are deaf or hard of hearing, an interpreter provides meaningful access. The situations in which an interpreter should be provided are:

- Any time a student who is deaf or hard of hearing is participating in school-sponsored activities. These include, but are not limited to, evaluative, instructional, social and extra-curricular activities. For eligible students, this falls under the auspices of IDEA.
- Any time a parent or employee who is deaf or hard of hearing is participating in a school sponsored activity related to his/her child, or in which the child is participating. This includes, but is not limited to, activities such as evaluations, IEP Team meetings, parent – teacher meetings, extracurricular activities and school plays. Provision of an interpreter to support parent or employee participation falls under the auspices of the Americans with Disabilities Act. It is not appropriate to use educational interpreters under these circumstances, because they are certified for pre-K – 12 only. The West Virginia Commission for the Deaf maintains a list of community (adult) interpreters. Provision of an interpreter for parents involved in meetings related to the identification, evaluation and placement of the student in special education and related services is also required by IDEA.

In its 2013 session, the West Virginia Legislature addressed educational sign language interpreter requirements. Effective July 1, 2013, House Bill 2470 strengthens the requirements for educational sign language interpreters and changes class titles for service employees. It revises the service employee class previously referred to in WV Code §18A-4-8 as a “braille or sign language specialist”, creating two separate classes, braille specialist and sign support specialist. Sign support specialists are not intended to support students who are deaf or hard of hearing.

Additionally, two new class titles, educational sign language interpreter I and educational sign language interpreter II are established as the minimum requirement to provide interpreter services for any student who is deaf or hard of hearing whose Individualized Education Program (IEP) or Section 504 Plan requires sign language or interpreting services. These new class titles align with WVBE Policy 5202: *Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification*.

This chapter clarifies districts’ responsibilities for the provision of qualified interpreters and focuses on several issues school administrators should consider when employing and supervising an interpreter:

Interpreter Qualifications

Paraprofessional

Interpreting requires knowledge and skills well beyond the knowledge and skills of a skilled signer. Educational sign language interpreters meet the minimum requirements in WVBE Policy 5202 for certification as paraprofessionals. The Educational Interpreter Proficiency Assessment-Written Test (EIPA-WT) will meet nineteen (19) of the required thirty-six (36) hours. Two years of full-time interpreting in a K-12 public school system plus ten (10) hours of in-service directly related to special education will meet the required three (3) hours of Classroom Management. WVDE Form 60 Paraprofessional Certificate-Educational Interpreter with the aligned hours is found in the appendix. Additional requirements for educational sign language interpreter I and II are as follows:

Educational sign language interpreter I (valid for one year), Position Code 516, Pay Grade F

- A minimum score of 3.0 on the Educational Interpreter Proficiency Assessment (EIPA); **or** a valid National Association of the Deaf (NAD) Certification-Level III or higher; **or** a valid Registry of Interpreters for the Deaf (RID) Certification; **or**, a valid National Interpreter Certification (NIC) , or state Quality Assurance Screening-Level II.
- Initial certification can be renewed two times with the recommendation of the district's superintendent and **completion of a minimum of 15 clock hours of WVDE approved professional development.**

Educational sign language interpreter II (permanent), Position Code 517, Pay Grade G

- A minimum score of 3.5 on the Educational Interpreter Proficiency Assessment (EIPA); **or** a valid National Association of the Deaf (NAD) Certification-Level III or higher; **or** a valid Registry of Interpreters for the Deaf (RID) Certification; **or**, a valid National Interpreter Certification (NIC) , or state Quality Assurance Screening-Level III.
- A passing score on the Educational Interpreter Performance Assessment- Written Test (EIPA-WT).

Financial Support

HB 2470 requires the cost of certification renewal and satisfying the requirements of the West Virginia Registry of Interpreters to be paid in full by the employer. This includes the cost of testing, training or continuing education to advance from sign support specialist to educational sign language interpreter I or II or from educational sign language interpreter I to II.

Professional

Districts also have the option to employ interpreters as professionals. WVDE has established a professional classification for educational interpreters on the annual certified list of personnel. Currently, only two states offer this option; therefore, this classification provides a strong incentive for recruitment and retention of qualified interpreters. This new position code is not state aid eligible, nor does it count toward the required professional instructional personnel ratio. Requirements are as follows:

Professional educational interpreter (Position Code 330)

- Meets the definition of professional personnel in WV Code §18A-1-1.
- Possesses at least a bachelor's degree from an accredited institution of higher learning.
- A minimum score of 3.6 on the Educational Interpreter Performance Assessment.
- A passing score on the Educational Interpreter Performance Assessment- Written Test (EIPA-WT).

Please note the above requirements pertain to educational sign language interpreters. Teachers of the deaf and hard of hearing are not educational sign language interpreters unless they have met the qualifications listed above.

Registration with West Virginia Commission for the Deaf and Hard of Hearing

As of October 1, 2013, all educational interpreters must register with the WV Commission for the Deaf and Hard of Hearing. The Legislative Rule: 192 CSR 3 *Establishment of Required Qualifications and Ethical Standards for Interpreters* requires all interpreters, including educational sign language interpreters, to register with the commission. The rule recognizes all educational interpreters employed in public schools who meet the standards of WVBE Policy 5202 as qualified. Additional information may be found at: <http://www.wvdhhr.org/wvcdhh/interpreters.cfm>.

Critical Shortage of Educational Interpreters

West Virginia has a critical shortage of qualified interpreters, including both educational sign language and community interpreters. This does not negate the administrator's responsibility to make a good faith effort to find the most qualified interpreter nor the responsibility for the IEP Team to determine the student's needs regardless of availability. However, it often requires an administrator to utilize non-traditional sources in the recruitment efforts, such as Interpreter Training Programs, the West Virginia Commission for the Deaf and Hard of Hearing, Interpreting Agencies (both in West Virginia and surrounding states) and disability-specific listserves, to identify appropriate candidates. The established professional level position enables West Virginia districts to be competitive in the recruitment of highly qualified educational interpreters. Recruitment tips to assist the district are found in the appendix.

What if qualified interpreters are not available? *Determining the "most" skilled applicant*

If an applicant holds a valid interpreter certification or has been assessed through the EIPA, administrators have a basis for determining the most skilled applicant. Without any valid assessment, this determination is difficult at best.

A sign support specialist (Position Code 518) may be assigned to a student who is deaf or hard of hearing only if an educational sign language interpreter I or II is not available, and the sign support specialist is executing a professional development plan while seeking certification as an educational sign language interpreter. After two years the sign support specialist may remain in the assignment only if an educational sign language interpreter remains unavailable and approval is granted by WVDE.

In the absence of an interpreter assessment, districts should establish a team to screen and prioritize the interpreting skills of the applicants. Membership on this team should include teacher(s) of the deaf and educational interpreter(s) from the district or surrounding districts.

A predetermined rubric addressing both expressive and receptive skills should be used to ensure unbiased recommendations.

If the district does not have the capacity to screen interpreting skills, administrators may want to use the pre-hire screen offered by the Educational Interpreter Performance Assessment (EIPA) Diagnostic Center, Boys Town National Research Hospital. To obtain this pre-hire screen, the hiring administrator may contact Boys Town and request the screening material. Upon receiving the material, the interpreter will then need to complete the video screening and return it to Boys Town. A final report from Boys Town will be sent to the administrator within a week. It should be noted that this pre-hire screening does not replace the EIPA. Additional information may be found at the following website: <http://www.classroominterpreting.org/EIPA/prehire/index.asp>.

Employment Considerations

Before hiring an educational sign language interpreter in the educational setting, the following should be in place:

- As determined by the IEP Team, an understanding of the student's communication mode and language needs. This will determine the skills needed by the interpreter. (The less language a student has, the more skilled the interpreter needs to be.)
- A district-developed interpreter job description and these guidelines for interpreters in the educational setting. A sample job description is provided in the appendix.
- Resources for the interpreter to develop and maintain communication competence and interpreting skills.
- A training plan for students and general education staff to learn how to properly use interpreter services for communication issues.

Modes of Communication

There should be a match between the student's mode of communication and the mode(s) of communication of the interpreter. It is not the role of the interpreter to select the modes(s) of communication to be used in class. The IEP Team should determine and document this decision on the student's IEP. Definitions for these modes of communication are provided in the glossary:

- **American Sign Language** (ASL)
- **Conceptually Accurate Signed English** (CASE)
- **Contact Varieties Sign**
- **Cued Speech**
- **Manually Coded English** (MCE)
- **Morphemic System of Signs** (MSS)
- **Oral Approach**
- **Pidgin Sign English** (PSE)
- **Seeing Essential English** (SEE – I)
- **Signing Exact English** (SEE – II)

At the annual IEP Team meeting, the IEP Team is required to consider the communication needs of the student. The IEP *Consideration Factors for the Student Who Is Deaf or Hard of Hearing* will guide the team through the required components and assist in the identification of the communication mode for the student.

Teachers of the Deaf

Highly qualified educational sign language interpreters do not supplant the need for a certified teacher of the deaf. Even the most qualified educational interpreter cannot provide access to the entire auditory environment equal to that of a typical student with normal hearing. The speed and amount of information processed effortlessly by the auditory systems cannot be replaced through manual signs. Educational sign language interpreters must constantly make critical decisions on what information will be relayed to the student. Some information will not be relayed, making communication between the interpreter and educators critical.

In a spiraling curriculum, the cumulative impact of missed information on the student with a hearing loss must be addressed. A teacher of the deaf is trained to identify the splinter knowledge and skills obtained by the student through the years and design the appropriate intervention. As noted previously this is only a part of the teacher's responsibilities.

Professional Development

Continued professional development is a necessary part of growth for educational sign language interpreters, teachers, administrators and other employees. Educational interpreters must be members of the Registry of Interpreters of the Deaf (RID) in order to register with the WV Commission for the Deaf and Hard of Hearing. This is their professional national organization. As members, interpreters not only agree to adhere to an ethical standard for interpreters, but also are required to obtain approved continuing education as part of their certification maintenance program. Additionally, educational sign language interpreters are required to take no less than 15 CEUs per year. These hours are to be approved by WVDE and must be focused on skill development.

Planned professional development activities should be made available or be supported by the administration. In addition to activities for all professional staff, the EIPA Feedback Form will identify specific target areas that need improvement and can be used to guide the interpreter's professional development plan.

Professional development topics and skill development for interpreters could include:

- Skill development and knowledge as measured by the EIPA;
- Development of vocabulary, technical signs and fingerspelling skills;
- Voice interpreting for children and teens who use sign language;
- Roles and responsibilities;
- Code of Conduct;
- Child development and language acquisition;
- Deaf culture and history;
- Sign language modalities (i.e. American Sign Language, forms of Manually Coded English, Cued Speech, etc.); and,
- Effective teaming skills (collaboration, conflict resolution, communication).

Additional Considerations

Interpreter Assignment

In collaboration with the special education director, the administrator assigning personnel should be fully informed of the interpreter's skill level. Prior to making personnel decisions, the administrator should consider the interpreter's sign language and visual communication knowledge and skills. The administrator should also consider the interpreter's competence in the English language, especially grammar and spelling. The interpreter's knowledge and skills should be considered in relation to:

- the student's communication modality (American Sign Language, Contact Varieties Sign, Manually Coded English, Oral Approach, Cued Speech, etc.);
- the age of the student;
- the content of the various classes (e.g., academic, career technical education);
- special interpreting situations (e.g., assembly programs, field trips, films); and,
- the student's spoken and written English skills.

In making interpreter assignments, the administrator will determine the needs of the students who are deaf or hard of hearing. For young children, the interpreter is not only interpreting but is helping the student develop a language base.

Interpreters Need to Prepare

The interpreter needs time and space for preparation. Preparation involves such activities as pre-reading and previewing instructional content materials in order to accurately interpret. Time is also needed for consultation and collaboration with teachers and other members of the student's educational team.

Interpreter's Schedule

A clearly outlined schedule of the interpreter's work activities is needed. To avoid fatigue and reduction of effectiveness, an interpreter should not be asked to interpret continuously for long periods of time without breaks (usually considered over one hour). Prolonged interpreting, without periodic breaks, will result in significant reductions in interpreting accuracy and poses potential health risks for the interpreter, such as repetitive motion injury. Interpreters may ask for assistance to identify interpreting breaks in order to reduce the risks. A second interpreter should be considered for situations that require interpreting for prolonged periods.

Other Duties

Educational interpreters are employees of a school district. As with other paraprofessionals, other duties may be assigned. However, the assignment of other duties must NOT conflict with the interpreter's primary responsibilities of preparing for and interpreting for the student. Careful consideration must be given before removing the interpreter. Even when "active interpreting" is not happening, such as during testing, the interpreter should remain in the room.

Substitutes

Once an IEP Team determines the student requires an educational interpreter, the district has acknowledged this accommodation must be provided for the student to have access to the educational program. It would be difficult to provide a Free Appropriate Public Education (FAPE) or to meet the accessibility requirements of the Americans with Disabilities Act in the absence of a qualified interpreter. Yet, there are times when an educational sign language interpreter is absent. Providing no substitute interpreter or one that does not meet the recognized qualifications will not address the student's need to access the educational program. Ideally, substitutes should meet the standards for educational interpreters. Graduation from an Interpreter Training Program (ITP) does not ensure competence in sign language interpreting. An ITP graduate's interpreting skills must be evaluated before hiring. Districts should make a good faith effort to identify qualified potential substitutes. A separate "call list" allows the district to identify community interpreters and/or interpreting agencies around the state that are willing to occasionally meet this needs. Nothing prohibits a district from offering a monetary incentive to qualified substitutes. It should be noted that skilled community interpreters' fees may be significantly higher than what is generally paid by the school.

Technology offers another option, which could be explored by a school district. Video Remote Interpreting (VRI) may provide a short term solution when districts are faced with limited options. VRI allows a student in a classroom with video conferencing equipment (a computer with a web camera or a videophone) to access an interpreter who appears on screen. This remote interpreter, working in a call center, listens through a headset to what is being said and interprets it. The student who is deaf/hard of hearing watches the interpreter on the screen. Likewise, the interpreter is able to see the deaf person via the camera.

Despite a good faith effort, there will be times when the educational sign language interpreter will be absent and a qualified substitute cannot be found. Administrators should facilitate a contingency plan to ensure the student receives the content materials and avoids the potential social/emotional affect of isolation resulting from loss of communication. While extra tutoring, teacher's notes and outlines may address the content materials, ensuring an environment in which the student continues to receive or express information to teachers and peers may be challenging.

Evaluation/Supervision

The building administrator ultimately is responsible for supervision and evaluation of the educational interpreters. Areas for consideration include the interpreter's:

- Understanding of student's communication mode(s);
- Ability to relate overall content to the student;
- Professional ethics;
- Adherence to school policies;
- Willingness to work with all educational team members;
- Appropriate delivery of academic reinforcement of skills as provided by the general education teacher; and,
- Peer evaluations and mentor program follow up with evaluation.

APPENDIX

Glossary

AMERICAN SIGN LANGUAGE (ASL)

A visual language used by Deaf people in the United States and Canada, with distinct semantic, syntactic, morphological, and phonological rules that are different from English. The difference in word order makes it impossible to simultaneously speak English and sign ASL.

CODE OF CONDUCT

Standards of professional and ethical conduct for interpreters co-authored by the Registry of Interpreters for the Deaf and the National Association of the Deaf.

CONCEPTUALLY ACCURATE SIGNED ENGLISH (CASE)

A message using conceptual signs (ASL), in English form (structure and/or word order) that conveys the meaning of the speaker. The term relates to the balance of pragmatic (conceptually accurate) and linguistic (following English form) transliteration.

CONTACT VARIETIES SIGN

The language that results from prolonged language contact between members of different linguistic communities. It includes code switching, code mixing, and lexical borrowing sometimes referred to as Pidgin Sign English (Humphrey & Alcorn, 1998). It includes Conceptually Accurate Signed English (CASE).

CUED SPEECH

A system for visual representation of spoken language utilizing eight hand shapes and four hand locations near the face to supplement speech.

EDUCATIONAL INTERPRETER PERFORMANCE ASSESSMENT (EIPA)

The Educational Interpreter Performance Assessment is an evaluation tool that is language free (can assess American Sign Language or English sign systems) and is not tied to any specific grade level. It is geared specifically for interpreters working with children and young adults in an educational environment. (Williams & Schick, 1999)

EDUCATIONAL SIGN LANGUAGE INTERPRETER I

A person employed to provide communication access across all educational environments to students who are deaf or hard of hearing, and who holds the Initial Paraprofessional Certificate – Educational Interpreter pursuant to state board policy.

EDUCATIONAL SIGN LANGUAGE INTERPRETER II

A person employed to provide communication access across all educational environments to students who are deaf or hard of hearing, and who holds the Permanent Paraprofessional Certificate – Educational Interpreter pursuant to state board policy.

FINGERSPELLING

The process of spelling words on the fingers using the American Manual Alphabet.

INTERPRETATION

The process of conveying a message from spoken English into American Sign Language or the process of conveying a message from American Sign Language into spoken English.

INTERPRETER

A person who facilitates communication by rendering the complete message between two or more people who do not share the same language. A professional interpreter for the deaf is someone who is fluent in English and sign language, is knowledgeable about Deaf culture, and has received training about the sociology of the Deaf Community, the interpreting process, and the ethics of interpreting.

INTERPRETER IN THE EDUCATIONAL SETTING

A person who is able to perform conventional interpreting (or transliterating), together with special skills for working in the educational setting (National Task Force on Educational Interpreting, 1989).

MANUALLY CODED ENGLISH (MCE)

A term applied to a variety of systems that use signs, fingerspelling, or gestures separately or in combinations to represent English manually. (See also fingerspelling, SEE-I, SEE-II, Signed English, PSE.).

MORPHEMIC SYSTEM OF SIGNS (MSS)

Formerly known as Seeing Essential English (SEE-I), the Morphemic System of Signs uses a combination of basic, traditional signs and invented signs to represent morphemes that can be combined to form words.

ORAL APPROACH

The oral approach supports development of spoken language through use of a child's residual hearing.

PIDGIN SIGN ENGLISH (PSE)

The use of a variety of sign languages that combines some features of American Sign Language and English. It is sometimes called "Contact Varieties Sign" or CASE.

REGISTRY OF INTERPRETERS FOR THE DEAF (RID)

A national professional organization representing interpreters for the deaf, administering a national evaluation and certification system, maintaining state and national registries of certified interpreters, and advocating on behalf of interpreters and interpreting.

SEEING ESSENTIAL ENGLISH (SEE-I)

Seeing Essential English was designed to use traditional signs (signs that are common to all signed languages) plus signs invented to represent morphemes that can be combined to form words. It is now called Morphemic System of Signs or MSS.

SIGN SUPPORT SPECIALIST

A person employed to provide sign supported speech assistance to students who are able to access environments through audition. A person who has held or holds an aide title and becomes employed as a sign support specialist shall hold a multi-classification status that includes both aide and sign support specialist titles.

SIGNER

A person who knows signs and can communicate his/her thoughts effectively in sign language but does not have knowledge or training in the theory and practice of interpreting. A signer should not be used as an interpreter without proper training and assessment.

SIGNING EXACT ENGLISH (SEE II)

A signed system devised to represent a complete visual representation of English. Traditional signs are used in English word order with the addition of 72 signed prefixes and suffixes known as markers that give an expanded use of the English language. Often referred to as S.E.E.

SIGN-TO-VOICE INTERPRETING (formerly known as reverse interpreting)

The process of conveying a signed message, with or without speech or mouth movements, into an equivalent message in spoken English.

SIMULTANEOUS COMMUNICATION

A combination of some form of manually coded English and spoken English often used by teachers of the deaf in educational settings.

TEAM INTERPRETING (SECOND INTERPRETER)

Two or more interpreters working together to support each other to meet the communication needs of the students involved. This mode of communication is not appropriate for the classroom. It may be appropriate for longer assignments without periodic breaks in the educational setting.

TOTAL COMMUNICATION (TC)

A communication philosophy that allows, according to individual needs, for the inclusion of any or all modes/methods of communication including, but not limited to, speech, speech reading, residual hearing, sign language, fingerspelling, mime, gesture, reading, writing, etc.

TRANSLITERATION

Transliteration includes sign to voice, sign to voice using SEE, voice to sign and voice to sign using SEE.

TRANSLITERATION, SIGN TO VOICE

Looking at, processing and conveying the intent of a signed language (any form or sign system), produced in English word order, into spoken English. The result is not necessarily (but can be, if it is the intent of the signer), a one-sign-one-word relationship, as all aspects of visual features contribute to the voiced meaning by word selection, vocal intonation and inflection.

TRANSLITERATION, SIGN TO VOICE USING SEE

Looking at, processing and conveying the intent of Signing Exact English (usually combined with other sign systems), produced in English word order, to spoken English. The result is the intent of the signer's words and meanings, as all aspects of visual features contribute to the voiced meaning by one-to-one word selections, vocal intonation and inflections.

TRANSLITERATION, VOICE TO SIGN

Listening to, processing and conveying the intent of the spoken English language into sign language using conceptual (semantically selected) signs in English word order, (though changing word order to another English structure is sometimes necessary), accompanied by mouthing in English. It is not a one-word-one-sign relationship; however, complete meaning is conveyed incorporating visual features of signed languages such as verb directionality, use of space, facial grammar, body shift, etc.

TRANSLITERATION, VOICE TO SIGN USING SEE

Listening to, processing and conveying the intent of the spoken English language into Signing Exact English signs in English word order, accompanied by mouthing in English. It is a one-word-one-sign relationship, and meaning is conveyed incorporating visual features of signed languages such as verb directionality, use of space, facial grammar, body shift, etc. It may also be supported by elaborations that clarify the message to the consumer, such as conceptual signs and use of classifiers, etc.

IEP Consideration Factors for the Student Who is Deaf or Hard of Hearing (WVBE Policy 2419)

(2) Consideration of special factors. The IEP Team must--

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

The IEP team has considered each item below:

I. ...consider the child's language and communication needs,

1. The student's primary language is one or more of the following (check all that apply):

Receptive Expressive

- | | | |
|--------------------------|--------------------------|------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | English |
| <input type="checkbox"/> | <input type="checkbox"/> | American Sign Language |
| <input type="checkbox"/> | <input type="checkbox"/> | native language _____ |

2. The student's primary communication mode is one or more of the following (check all that apply):

Receptive

- ☐ Auditory
- ☐ Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually Accurate Signed English (CASE)]
- ☐ English signs (e.g. Manually Coded English such as Signed English or Signing Exact English)
- ☐ Fingerspelling
- ☐ Gestures
- ☐ Speechreading
- ☐ Tactile
- ☐ Other, please explain _____
- ☐ Cued Speech

Expressive

- ☐ Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually Accurate Signed English (CASE)]
- ☐ English signs (e.g. Manually Coded English such as Signed English or Signing Exact English)
- ☐ Fingerspelling
- ☐ Gestures
- ☐ Spoken Language
- ☐ Tactile
- ☐ Other, please explain _____
- ☐ Cued Speech

-
-
3. What language(s) and mode(s) of communication do the parents use with their child? What modes does the child use with peers?

4. Comments (optional):

II. ...consider opportunities for direct* communications with peers and professional personnel and opportunities for instruction in the child's language and communication mode,

**Direct language/ communication/ instruction occurs person to person, not through an additional source e.g. educational interpreter, captioner.*

The IEP team has considered: (These social, emotional and academic opportunities may be provided by the school or family)

1. ☐ Opportunities for direct* communication with peers.
Describe opportunities:

2. ☐ Opportunities for direct* communication with professional staff and other school personnel.
Describe opportunities:

3. ☐ Opportunities for direct* instruction.
Describe opportunities:

III. ...consider academic level,

1. Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

☐ Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

☐ No: What supports are needed to increase the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

IV. ...consider full range of needs

- ☐ The team has considered the full range of needs
Comments (optional):
1. Does the child have access to all educational components of the school (regular education classes, related services, guidance counseling, recess, lunch, assemblies, extra curricular activities, etc.) If not what supports are needed to allow for access?
 2. Are adult language models available who communicate in the student's language/communication mode?

-
-
3. What accommodations/modifications are being provided? What additional accommodations/modifications were considered?

V. ...consider amplification needs

- ☐ Personal hearing devices (hearing aid, cochlear implant, tactile device)
- ☐ Personal FM system
- ☐ FM system/auditory trainer (w/o personal hearing device)
- ☐ Soundfield system
- ☐ No amplification needed

Adapted from “Communication Considerations for Students who are Deaf or Hard of Hearing,” New Mexico, “IEP Communication Plan for Students Who Are Deaf or Hard of Hearing,” Iowa and “Communication Plan for Child/Student Who is Deaf/Hard of Hearing,” Colorado.

Broad-Spectrum Student Competencies

STUDENT COMPETENCIES	CONSIDERATIONS FOR THE EDUCATIONAL TEAM
Ability to maintain eye contact	<ul style="list-style-type: none"> • What is the length of time a student can attend to the interpreter? • Can the student navigate other visual supports in the classroom while watching the interpreter?
Ability to ask for clarification or repetition	<ul style="list-style-type: none"> • Is the student assertive? • Can the student proactively monitor whether or not he or she is receiving a clear message? • If a student is confused, does he or she have the ability to distinguish whether the interpretation is weak or the teacher's content or teaching style is unclear?
Social-emotional abilities	<ul style="list-style-type: none"> • How do student behaviors compare with their chronological age? • What is the student's emotional responses to stress, transitions in the daily schedule, discipline, and typical peer interaction? • What is the student's level of self-confidence and autonomy? • What are the student's social problem-solving skills?
Visual capacity	<ul style="list-style-type: none"> • Are there any vision issues that would impact the way an interpreted message is received?
Cognitive abilities	<ul style="list-style-type: none"> • What are the student's academic problem-solving skills? • Did the student have early language exposure and acquisition? • Will interpreted messages need to be adapted to ensure comprehension by the student?
Self-awareness	<ul style="list-style-type: none"> • Does the student know that he or she is deaf? • Does the student have a concept of how and when hearing people access auditory information and his or her own need to access that information visually?
Awareness of the interpreting process	<ul style="list-style-type: none"> • Does the student understand the concept of third party communication? • Can the student separate the message of the speaker from the interpreter delivering the message? • If applicable, does the student have the ability and flexibility to use a variety of interpreters who potentially have different linguistic signing styles?

Educational Interpreter Performance Assessment®

EIPA Rating System

The evaluation team uses an [EIPA rating form](#) to evaluate the interpreter's abilities.

The samples are rated in the following domains:

1. Grammatical skills: Use of prosody (or intonation), grammar and space.
2. Sign-to-voice interpreting skills: Ability to understand and convey child/teen sign language.
3. Vocabulary: Ability to use a wide range of vocabulary, accurate use of fingerspelling and numbers.
4. Overall abilities: Ability to represent a sense of the entire message, use appropriate discourse structures and represent who is speaking.

Evaluators use a Likert Scale to assess specific skills. Scores for each skill range from 0 (no skills demonstrated) to 5 (advanced native-like skills). The scores from all three evaluators are averaged for each skill area, each domain, as well as the overall test score. An individual's EIPA score is the summary total score. For example, an interpreter could report her/his score as EIPA Secondary PSE 4.2, which represents the grade level, the language modality, and the total summary EIPA scores.

Descriptions of each EIPA Level

Level 1: Beginner

Demonstrates very limited sign vocabulary with frequent errors in production. At times, production may be incomprehensible. Grammatical structure tends to be nonexistent. Individual is only able to communicate very simple ideas and demonstrates great difficulty comprehending signed communication. Sign production lacks prosody and use of space for the vast majority of the interpreted message.

An individual at this level is not recommended for classroom interpreting.

Level 2: Advanced Beginner

Demonstrates only basic sign vocabulary and these limitations interfere with communication. Lack of fluency and sign production errors are typical and often interfere with communication. The interpreter often hesitates in signing, as if searching for vocabulary. Frequent errors in grammar are apparent, although basic signed sentences appear intact. More complex grammatical structures are typically difficult. Individual is able to read signs at the word level and simple sentence level but complete or complex sentences often require repetitions and repairs. Some use of prosody and space, but use is inconsistent and often incorrect.

An individual at this level is not recommended for classroom interpreting.

Level 3: Intermediate

Demonstrates knowledge of basic vocabulary, but will lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly fluent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but generally will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general intact for routine and simple language. Comprehends signed messages but may need repetition and assistance. Voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear.

An interpreter at this level needs continued supervision and should be required to participate in continuing education in interpreting.

Level 4: Advanced Intermediate

Demonstrates broad use of vocabulary with sign production that is generally correct. Demonstrates good strategies for conveying information when a specific sign is not in her/his vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse cohesion may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message.

An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn taking.

Level 5: Advanced

Demonstrates broad and fluent use of vocabulary, with a broad range of strategies for communicating new words and concepts. Sign production errors are minimal and never interfere with comprehension. Prosody is correct for grammatical, non-manual markers, and affective purposes. Complex grammatical constructions are typically not a problem. Comprehension of sign messages is very good, communicating all details of the original message.

An individual at this level is capable of clearly and accurately conveying the majority of interactions within the classroom.

EIPA Results and Feedback

Along with the test results, each candidate receives specific feedback about her/his interpreting performance. This feedback helps the interpreter and her/his interpreter educator to create a plan for professional development.

Feedback includes:

- A copy of the rating form with the average score for each rated item and an average overall score.
- Written feedback on the interpreter's strengths and weaknesses.
- Suggestions on how to improve areas in need of development.
- Glossary of EIPA terminology.

REGISTRY OF INTERPRETERS FOR THE DEAF CERTIFICATION DESCRIPTIONS

National Interpreter Certification (NIC)

Holders of this certificate have demonstrated professional knowledge and skills that meet or exceed the minimum professional standards necessary to perform in a broad range of interpretation and transliteration assignments in the following domains:

- General knowledge of the field of interpreting through the NIC Knowledge Exam;
- Ethical decision-making through the interview portion of the NIC Interview and Performance Exam; and,
- Interpreting skills through the NIC Interview and Performance Exam.

NIC Advanced

Individuals who achieved the NIC Advanced level have passed the NIC Knowledge exam, scored within the standard range of a professional interpreter on the interview portion, and scored within the high range on the performance portion of the test.

NIC Master

Individuals who achieved the NIC Master level have passed the NIC Knowledge exam and scored within the high range of a professional interpreter on both the interview and performance portions of the test.

As of December 1, 2011, the NIC Interview and Performance Exam became a pass/fail exam. Those who have passed the exam since December 1, 2011, have been awarded the NIC credential.

CDI (Certified Deaf Interpreter)

Holders of this certification are interpreters who are deaf or hard-of-hearing, and who have completed at least eight hours of training on the NAD-RID Code of Professional Conduct; eight hours of training on the role and function of an interpreter who is deaf or hard-of-hearing; and have passed a comprehensive combination of written and performance tests. Holders of this certificate are recommended for a broad range of assignments where an interpreter who is deaf or hard-of-hearing would be beneficial. **This exam has been available since 1998.**

OTC (Oral Transliteration Certificate)

Holders of this generalist certification have demonstrated, using silent oral techniques and natural gestures, the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing. They have also demonstrated the ability to understand and repeat the message and intent of the speech and mouth movements of the person who is deaf or hard of hearing. **This exam has been available since 1999.**

Ed: K-12 (Educational Certificate: K-12)

Holders of this recognition certification have demonstrated the ability to expressively interpret classroom content and discourse and the ability to receptively interpret student or teen sign language. It is not limited to any one sign language or system. This certification is issued to interpreters who work with students and teenagers who use predominately American Sign Language (ASL), Manually-Coded English (MCE) and Pidgin Sign English (PSE). Holders also demonstrate proficiency in the voice-to-sign and sign-to-voice interpreting skills of interpreters who work in the elementary and secondary school classroom setting.

The examinations for this certification are developed and maintained by the Educational Interpreter Performance Assessment (EIPA) and is administered by Boys Town National Research Hospital in Omaha, Nebraska.

**The following are fully recognized RID certifications, but the examinations are no longer available.*

CI (Certificate of Interpretation)

Holders of this certification are recognized as fully certified in interpretation and have demonstrated the ability to interpret between American Sign Language (ASL) and spoken English for both sign-to-voice and voice-to-sign tasks. The interpreter's ability to transliterate is not considered in this certification. Holders of the CI are recommended for a broad range of interpretation assignments. **This exam was offered from 1988 to 2008. This exam is no longer available.**

CT (Certificate of Transliteration)

Holders of this certification are recognized as fully certified in transliteration and have demonstrated the ability to transliterate between English-based sign language and spoken English for both sign-to-voice and voice-to-sign tasks. The transliterator's ability to interpret is not considered in this certification. Holders of the CT are recommended for a broad range of transliteration assignments. **This exam was offered from 1988 to 2008. This exam is no longer available.**

CI and CT (Certificate of Interpretation and Certificate of Transliteration)

Holders of both full certifications (as listed above) have demonstrated competence in both interpretation and transliteration. Holders of the CI and CT are recommended for a broad range of interpretation and transliteration assignments. **These exams were offered from 1988 to 2008. These exams are no longer available.**

CSC (Comprehensive Skills Certificate)

Holders of this full certification have demonstrated the ability to interpret between American Sign Language (ASL) and spoken English, and to transliterate between spoken English and an English-based sign language. Holders of this certification are recommended for a broad range of interpreting and transliterating assignments. The CSC examination was offered until 1987. **This exam was offered from 1972 to 1988. This exam is no longer available.**

MCSC (Master Comprehensive Skills Certificate)

The MCSC examination was designed with the intent of testing for a higher standard of performance than the CSC. Holders of this certification were required to hold the CSC prior to taking this exam. Holders of this certification are recommended for a broad range of interpreting and transliterating assignments. **This exam is no longer available.**

RSC (Reverse Skills Certificate)

Holders of this full certification have demonstrated the ability to interpret between American Sign Language (ASL) and English-based sign language or transliterate between spoken English and a signed code for English. Holders of this certification are deaf or hard-of-hearing and interpretation/transliteration is rendered in ASL, spoken English and a signed code for English or written English. Holders of the RSC are recommended for a broad range of interpreting assignments where the use of an interpreter who is deaf or hard-of-hearing would be beneficial. This exam was offered from 1972 to 1988. This exam is no longer available.

OIC:C (Oral Interpreting Certificate: Comprehensive)

Holders of this generalist certification demonstrated both the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing and the ability to understand and repeat the message and intent of the speech and mouth movements of the person who is deaf or hard-of-hearing. This exam was offered from 1979 to 1985. **This exam is no longer available. Individuals interested in oral certification may want to take the OTC exam.**

OIC:S/V (Oral Interpreting Certificate: Spoken to Visible)

Holders of this partial certification demonstrated the ability to transliterate a spoken message from a person who hears to a person who is deaf or hard-of-hearing. This individual received scores on the OIC:C examination which prevented the awarding of full OIC:C certification. **This exam was offered from 1979 to 1985. This exam is no longer available. Individuals interested in oral certification may want to take the OTC exam.**

OIC:V/S (Oral Interpreting Certificate: Visible to Spoken)

Holders of this partial certification demonstrated the ability to understand the speech and silent mouth movements of a person who is deaf or hard-of-hearing and to repeat the message for a hearing person. This individual received scores on the OIC:C examination which prevented the awarding of full OIC:C certification. This exam was offered from 1979 to 1985. **This exam is no longer available. Individuals interested in oral certification may want to take the OTC exam.**

IC/TC (Interpretation Certificate/Transliteration Certificate)

Holders of this certification demonstrated the ability to transliterate between English and a signed code for English and the ability to interpret between American Sign Language (ASL) and spoken English. This individual received scores on the CSC examination which prevented the awarding of full CSC certification. **These exams were offered from 1972 to 1988. These exams are no longer available.**

IC (Interpretation Certificate)

Holders of this certification are recognized as fully certified in interpretation and have demonstrated the ability to interpret between American Sign Language (ASL) and spoken English. This individual received scores on the CSC examination which prevented the awarding of full CSC certification or IC/TC certification. The interpreter's ability to transliterate is not considered in this certification. Holders of the IC are recommended for a broad range of interpretation assignments. The IC was formerly known as the Expressive Interpreting Certificate (EIC). **This exam was offered from 1972 to 1988. This exam is no longer available.**

TC (Transliteration Certificate)

Holders of this certification are recognized as fully certified in transliteration and have demonstrated the ability to transliterate between spoken English and a signed code for English. This individual received scores on the CSC examination which prevented the awarding of full CSC certification or IC/TC certification. The transliterator's ability to interpret is not considered in this certification. Holders of the TC are recommended for a broad range of transliteration assignments. The TC was formerly known as the Expressive Transliterating Certificate (ETC). **This exam was offered from 1972 to 1988. This exam is no longer available.**

NATIONAL ASSOCIATION OF THE DEAF CERTIFICATIONS

NAD III (Generalist) - Average Performance

Holders of this certification possess above average voice-to-sign skills and good sign-to-voice skills or vice versa. This individual has demonstrated the minimum competence needed to meet generally accepted interpreter standards. Occasional words or phrases may be deleted but the expressed concept is accurate. The individual displays good control of the grammar of the second language and is generally accurate and consistent, but is not qualified for all situations.

NAD IV (Advanced) - Above Average Performance

Holders of this certification possess excellent voice-to-sign skills and above average sign-to-voice skills or vice versa. This individual has demonstrated above average skill in any given area. Performance is consistent and accurate. Fluency is smooth, with little deleted, and the viewer has no question to the candidate's competency. With this certificate, an individual should be able to interpret in most situations.

NAD V (Master) - Superior Performance

Holders of this certification possess superior voice-to-sign skills and excellent sign-to-voice skills. This individual has demonstrated excellent to outstanding ability in any given area. There are minimum flaws in their performance, and they have demonstrated interpreting skills necessary in almost all situations.

Recruitment Tips

There is critical shortage of educational sign language interpreters in West Virginia. Knowing that qualified interpreters are a scarce commodity, begin as early as possible and in places where you will have the greatest chance of finding one. Traditional methods of advertisement are not likely to be successful. Only after an educational sign language interpreter cannot be found can districts consider a sign support specialist. The following should aid in recruitment efforts for a qualified educational sign language interpreter:

- There is now a professional classification for interpreters (only 3 states offer this); this can significantly increase our recruitment efforts in finding a qualified interpreter from another state.
- Post the announcement on the state WVDE listserv for teachers and interpreters.
- The West Virginia Commission for the Deaf and Hard of Hearing (WVCDHH) maintains a registry of interpreters on their web site. <http://www.wvcdhh.org/wvcdhh/>
- Pierpont Community and Technical at Fairmont State offers an Interpreter Training Program and would be a good resource. Ruby Losh is the director and can be reached at: Ruby.Losh@pierpont.edu
- Marshall University has a 2-year ASL program. The director is Leigh-Ann Brewer and her contact information is as follows: (304) 417-3244 or brewer13@marshall.edu
- The department has an Interpreter Mentor Program; it is coordinated by Janelle St.Martin who may have additional resources: wesign2@gmail.com
- Contact an Interpreter Referral Service:
 - Tri-State Interpreter Referral Services: Huntington - (304) 881-2846
 - Friends Interpreting Services: Charlestown - Contact is Alice Ann Friends (304) 809-0325 (must use relay services or vp as she is deaf).
 - Sign Works Services: Clarksburg - Contact is Eileen Brown at (304) 629-0703
- The Registry of Interpreters for the Deaf maintains a search site for Interpreter Education Programs (<https://www.rid.org/acct-app/index.cfm?action=search.ITP>). These programs offer associate, bachelor and graduate degrees in interpreting.
- Contact KY Interpreter Training Programs:
 - Eastern Kentucky University (ITP)
<http://www.interpreting.eku.edu/>
 - University of Louisville (ITP)
<http://louisville.edu/modernlanguages/asl>
- Contacts in Maryland:
 - State of Maryland Sign Language & Interpreting:
http://agnradmin.umd.edu/fiscaloffice/files/hr/State_Interpreting_Services_Mar2011.pdf
 - Independent Interpreters – Washington DC, Virginia and Maryland:
<http://independent-interpreters.com/>
- Contact the interpreter referral program at the Kentucky Commission for the Deaf and Hard of Hearing: <http://www.kcdhh.ky.gov/>
- Virginia Commission for the Deaf: <http://www.vddhh.org/Default.htm>

-
- Video Remote Interpreting- there are several video remote interpreting services. Hospitals use them in WV and it has been successfully tried in a rural county. Classroom must have access to internet services and it is not nearly as ideal as a live person.
 - Registry of Interpreter for the Deaf, Find an Interpreter:
<https://www.rid.org/acct-app/index.cfm?action=search.ISA>
 - Deaf Education job site: <http://deafed.net/>

Finally, if the student needs an interpreter, that is what the IEP should reflect. Do NOT change the IEP to sign support specialist because a qualified interpreter could not be found. However, after an effective search for a qualified interpreter, an interpreter cannot be found a sign support specialist can be hired. Please be aware that the student is not getting full access to the curriculum. The IEP Team should determine how best to support the student as a result. Some examples may be extra tutoring, teacher notes, note-taking, increase time with the teacher for the deaf.

Sample Job Description

Educational Sign Language Interpreter

A. TITLE: Educational Sign Language Interpreter

An Educational Sign Language Interpreter is a qualified interpreter who is able to provide communication access to students, teachers and staff in settings requiring sign language, both receptively and expressively in a preK-12 public school setting.

B. JOB DESCRIPTION SUMMARY:

Responsible for providing communication access through sign language in a wide range of instructional and extra-curricular activities within an educational program. Notetaking support for a student may be considered necessary when not interpreting but is not a primary responsibility of the interpreter.

C. DIMENSION:

Works cooperatively with school personnel to provide coordinated interpreting services to students.

D. ROLES AND RESPONSIBILITIES

1. Work under the direction and supervision of the teacher to whom assigned.
2. Interpret for students utilizing the students preferred mode of communications.
3. Provide interpreting during the school day in academic and non-academic settings with staff, peers and other students who are deaf or hard of hearing.
4. Confer with educators to plan for interpreting.
5. Demonstrate and understand the educational process of interpreting by attending county-provided interpreter training during staff development.
6. To assist students who are deaf or hard of hearing and perform other related duties which benefit the students.
7. Demonstrate professionalism in all interactions with individuals unfamiliar with the educational setting.
8. Interpret auditory and signed information which includes environmental sounds, teacher instruction, student questions and peer communication as described in Code of Ethics for Educational Interpreters.
9. Attend student's IEP Team meeting in order to provide information about the student's communication abilities and needs.

QUALIFICATIONS:

Applicant must have a high school diploma or general education development (GED) certificate and meet the requirements for a WVDE Paraprofessional Certificate: Educational Sign Language Interpreter I or II. This includes the ability to qualify for the WV Paraprofessional Certificate, a score of at least 3.0 on the Educational Interpreter Proficiency Assessment (EIPA) for Interpreter I certification or 3.5 and pass the EIPA Written Performance Assessment for Interpreter II certification. Applicant must be registered with the West Virginia Commission for the Deaf and Hard of Hearing.

Applicant must be able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary and must have knowledge of deafness and deaf culture. The interpreter must have knowledge of hearing loss and other conditions and their effect on early development of language. An interpreter should have knowledge of speech, motor, adaptive skills and social-emotional development of the student who is deaf or hard of hearing.

PRINCIPLE ACCOUNTABILITY:

1. Interpreters shall accept the same responsibility and authority as other members of the educational staff. They will abide by and enforce federal, state, school district, and individual school laws and rules.
2. Interpreters shall provide communication access in the wide range of instructional activities within the educational program.
3. Interpreters shall interpret effectively, accurately and impartially both receptively and expressively using any necessary specialized vocabulary.

Speech to Text

Included in the IDEA's definition of interpreting services are the following:

CART

Communication Access Realtime Translation (CART) is word-for-word instant speech-to-text translation provided on scene in just about any venue. A stenographer listens to what is being said and then types it on the stenograph machine, which is hooked to a computer and screen where the words appear for anyone to read.

C-Print

Primarily used in educational settings, C-Print® was developed at the National Technical Institute for the Deaf (NTID) to convert spoken messages into text. A C-Print® typist, specially trained in text-condensing strategies types on a laptop computer using an abbreviation system. The text is displayed on one or more student computer (laptop) monitors. The transcriber does not provide a verbatim transcript but does provide a “meaning-for-meaning” rendition of the spoken English content.

TypeWell

TypeWell used most often in schools, is a communication method to provide a “meaning-for-meaning” form of spoken English into English printed text on a laptop computer. Students read the “real time” text on a second laptop. The student's laptop can also be used for note-taking and turn-taking. Transcribers are specially trained on licensed software provided by TypeWell.

The informal assessment below is designed to assist the IEP Team in determining the appropriateness of a speech to text option for the student.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with most ratings of “always” and “frequently” are most likely to benefit from the use of captioning/ transcribing services with consideration given to the type of service that is most appropriate. Areas with ratings of “sometimes” indicate the skill is emerging, but still may need significant support. Students with many ratings of “rarely” or “never” should not utilize these services and will require other accommodations. This checklist can also be used to identify student goals to prepare students to use captioning/transcribing services in the future.

Transcribing/Captioning Readiness Checklist

Student Name: _____ Date: _____

Completed by: _____

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
1. Does the student demonstrate the ability to:					
a. read English at the instructional language level used by the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. learn abstract and/or decontextualized material with minimal expansion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. learn new vocabulary from typical classroom exposure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. comprehend written class content and instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. understand what to do without continuous prompting from a teacher or other adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. make age-appropriate progress without excessive assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. complete class material and tests without frequent teacher assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. store, retrieve, and organize transcription information received through captioning or transcribing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication strengths/preferences. Does the student:					
a. prefer reception of academic information in print?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. require captioning/transcribing of classroom speech to support residual hearing or other support services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. display motivation to read captions/transcripts of class content? (Note: studies show this to be an important factor in successful use of captioning/transcription services.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. understand classmates' questions/inputs from captioning/transcribing services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. communicate his/her own questions/comments in class? <i>TRANSCRIPTION is recommended if a student is unable to communicate his/her own questions/comments in class as captioning does not allow for the captioner to communicate for the student.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. need technology that would allow two-way communication with the transcriber? <i>TRANSCRIPTION is recommended in this situation (TypeWell and C-print provide this service).</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. read at a speed or linguistic level that would require or benefit from condensing strategies? <i>TRANSCRIPTION is recommended if the student has reduced language and reading levels.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. read at a speed and linguistic level that would enable the student to receive the teacher's speech verbatim, using full text captioning. <i>CAPTIONING is recommended in this situation.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
3. Does the student demonstrate how to use captioning/transcribing services by:					
a. asking for assistance when needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. understanding when additional support is needed (e.g., an interpreter, or teacher of the deaf)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. advocating for communication needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. speaking up about missing information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. requesting clarification from the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. participating in class discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. participating in small group discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. utilizing captions/transcript as notes for study after class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. utilizing highlighting/notetaking tools included in newer transcription software during class, if available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. using messaging technology to communicate questions/comments to captioner during class (if available in transcription software)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student demonstrate adequate social development to:					
a. interact with peers about class materials without support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. interact with peers about social issues without support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. participate appropriately in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. take the responsibility to doublecheck spelling of new vocabulary in notes after class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. benefit from remote captioning/transcribing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attentional Factors – Does the student:					
a. attend to the captioning/transcribing and the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. manage the multiple visual and/or auditory demands of complex visual and auditory environments (reading captions/transcript; looking at teacher; looking at classmates to get the mood of the class; review graphics from board/book, etc)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sample Educational Sign Language Interpreter Observation Form: *Suggested Areas of Competence*

Educational Interpreter _____ Supervisor _____

Date of Observation _____ Class/Activity _____

	District Evaluation Criteria (e.g. Exceeds Job Requirements)	District Evaluation Criteria (e.g. Meets Job Requirements)	District Evaluation Criteria (e.g. Needs Improvement)	Comments
<i>I. Professional Code of Ethics</i>				
1. On time to class assignment				
2. Dresses appropriately according to district policy				
3. Remains at interpreting assignment for duration of scheduled time				
4. Maintains confidential information when interpreting for counseling sessions, medical screenings etc. according to district policies				
5. Reports information that may be detrimental to the school population according to district policies				
6. Provides feedback to general education teacher(s) and/or special education personnel according to district guidelines				

<i>II. Professional Preparation</i>				
1. Requests tests and materials prior to class instruction and/or assessments				
2. Asks questions to clarify the goals/objectives of the lesson				
3. Participates in educational team meetings and provides feedback on the student's communication needs				

<i>III. Interpreting Skills</i>	District Evaluation Criteria	District Evaluation Criteria	District Evaluation Criteria	Comments
1. Maintains eye contact with student and checks for visual feedback from student				
2. Arranges placement for seating or standing in order for the student to access visual information				
3. Interprets all communication from teacher(s) and other presenters when the student with the hearing loss is present				
4. Maintains an appropriate rate of interpreting according to teacher's pace of instruction and student's level of comprehension				
5. Voice interprets student's signed responses and/or questions				
6. Voice interpreting is articulate and audible				
7. Maintains appropriate affect when voice interpreting				
8. Interprets ALL communication between the student with a hearing loss and other students when specified in the individualized education program (IEP)				
9. Interprets environmental information when present (e.g. PA announcements)				

<i>IV. Discipline</i>				
1. Supports the behavioral management system established by the classroom teacher or the behavioral intervention plan outlined in the student's IEP				
2. Interprets for disciplinary actions, in an educational setting, as appropriate				

<i>V. Professional Development</i>				
1. Interpreters with emergency certification: Currently working towards standard certification requirements according to the district policies				
2. Participating in continuing education and professional activities in accordance with district and state requirements				

<i>VI. Interpersonal Communication</i>	District Evaluation Criteria	District Evaluation Criteria	District Evaluation Criteria	Comments
1. Maintains appropriate social conduct when interacting with the student according to the district policies				
2. Collaborates with the classroom teacher regarding reinforcement of instruction, repeating questions or rephrasing information according to the student's IEP				
3. Displays a positive attitude when interacting with students and professionals				
4. Collaborates with the classroom teacher in order to redirect the student's private conversations when they are off topic and refocuses communication on instructional content				

<i>VII. Additional Comments</i>

*Developed by:
Wendy Eufemia, NJ Specialized Child Study Team
Therese Sheehan, NJ Office of Special Education Programs*

WVDE Form 60 – Paraprofessional Certificate - Educational Sign Language Interpreter

Form 60—Paraprofessional Certificate-Educational Interpreter									
Social Security Number: _____		First Name: _____		MI: _____		Information listed on this application must be supported by official documentation such as official seal-bearing transcripts, score reports, certificates of completion, or any other sources of verification. Failure to produce such documentation may result in the formal denial of this application.			
Last Name: _____		Applicant Information Page must be attached.							
Certification Request									
Check one: <input type="checkbox"/> Permanent Certificate — All certification requirements are met (hold national certification/minimum 3.5 EIPA performance score, all academic requirements are met, and passing EIPA-Written Test score) <input type="checkbox"/> Initial Certificate — All certification requirements are NOT met (must hold national certification or minimum 3.0 EIPA performance score, and completed coursework) - may be renewed ONE (1) time <input type="checkbox"/> Renewal Certificate — Initial Certificate awarded previously and successful completion of 15 clock hours of WVDE approved professional development activities									
Verification of Education				National Certification					
The applicant holds the minimum of a high school diploma or GED.				<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> EIPA-Performance Score (circle one) 3.5 3.0 Not taken <input type="checkbox"/> EIPA-Written <input type="checkbox"/> NAD Level IV <input type="checkbox"/> NIC					
State Competency Exam									
The applicant has taken and passed the current state competency exam for aides developed pursuant to W. Va Code §18A-4-8e and have satisfied this requirement.				YES		DATE:		NO	
Basic Skills (3 Semester Hours in Each or Equivalent Training)									
Courses Claimed			Equivalent Training (Supporting Documentation MUST be included)				Praxis- PPST		
Dept.	Course Name	Date	Title	Clock Hrs.	Trainer	Date Completed	Score	Date Completed	
	EIPA-WT 1 hour								
Reading									
Writing									
Math									
Required Courses (3 Semester Hours in Each or Equivalent Training/Classroom Experience)									
Courses Claimed			Training (Supporting Documentation MUST be included)				Classroom Experience		
Dept.	Course Name	Date	Title	Clock Hrs.	Trainer	Date Completed	Year	Specific Assignment	
Classroom Management									
Special Education*	EIPA-WT 3 hours								
Computer Literacy									
Human Growth & Dev. or Psychology	EIPA-WT 3 hours								
Elective	EIPA-WT 3 hours								
Elective	EIPA-WT 3 hours								
Elective	EIPA-WT 3 hours								
* If two years of classroom experience is being used in lieu of coursework for the Special Education requirement, it is also required to document ten (10) clock hours of in-service training directly related to special education.									
General Studies (6 Semester Hours Required in Any Combination)									
Courses Claimed			Equivalent Training (Supporting Documentation MUST be included)						
Dept.	Course Name	Date	Title	Clock Hrs.	Trainer	Date Completed			
Humanities OR	EIPA -WT 3 hours								
Fine Arts OR									
Science OR									
Social Studies									

REV 20080701

Overview of Requirements

Educational sign language interpreter is the minimum classification for a qualified educational interpreter.

Classification	Notes Timelines	Policy 5202	WVCDHH Registry	RID Membership	CEU/Training Professional Development
Sign Support Specialist Position Code 518 Pay Grade E	<ul style="list-style-type: none"> In lieu of an interpreter only if an interpreter cannot be found Maximum 2 years After 2 years if unable to find interpreter, must request waiver from WVDE and PD plan must be approved 	NA	Recommended (\$25) Not qualified	Associate Member (WVCDHH Registry Requirement) \$130.00	<ul style="list-style-type: none"> Must be on a Professional Development Plan
Educational Sign Language Interpreter I Position Code 516 Pay Grade F	<ul style="list-style-type: none"> Good for 1 year Can be renewed twice Recommendation of Superintendent 	Yes (EIPA 3.0) Paraprofessional	Yes (\$25) (Renewed every 3 years)	Associate \$130.00 annually	<ul style="list-style-type: none"> Must have 15 WVDE approved clock hours per year
Educational Sign Language Interpreter II Position Code 517 Pay Grade G	NA	Yes (EIPA 3.5 and EIPA-WT) Paraprofessional	Yes (\$25) (Renewed every 3 years)	Associate Member \$130.00 annually Certified Member (EIPA 4.0 or NIC) \$160.00 annually	<ul style="list-style-type: none"> No CEUs required but should be on a PD plan RID ACET Recommended 8.0 CEUs or 80 RID sponsored hours PD over a 4 year period.
Professional Educational Interpreter Position Code 330	<ul style="list-style-type: none"> Meet professional personnel §18A-1-1 BA 3.6 EIPA and EIPA-WT 	NA	Yes (\$25) (Renewed every 3 years)	Associate Member \$130.00 annually Certified Member (EIPA 4.0 or NIC) \$160.00 annually	<ul style="list-style-type: none"> No CEUs required but should be on a PD plan RID ACET Recommended 8.0 CEUs or 80 RID sponsored hours PD over a 4 year period

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<http://www.education.ne.gov/sped/technicalassist/InterpretersGuideline.pdf>

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<http://www.nj.gov/education/specialed/deaf/interpreters/>

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US Department of Education, Office of Special Education and Rehabilitation Services. *Deaf Students Education Services: Policy guidance*. 57 Fed. Reg. 49275 (October 30, 1992).

West Virginia Legislation:

2012 House Concurrent Resolution No, 104. Recognizing the Deaf or Hard of Hearing Student's Bill of Rights.

WV Commission for the Deaf and Hard of Hearing. 192 CSR 3 *Establishment of Required Qualifications and Ethical Standards for Interpreters*

2013. H. B. 2470. Amends the Code of West Virginia relating to sign support specialist and educational sign language interpreters I and II.

Notes

Notes



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