

Interpreter for Hearing Impaired Associate

2008 Modified Ohio/National Interpreter Education
Standards/Entry-to-Practice Competencies for ASL/English
Interpreters/CED/RID Program Standards

The Associate License, valid for five years, shall be issued to an individual who holds an Associate's degree; who is deemed to be of good moral character; and who has completed an approved program of preparation in Interpreter for Hearing Impaired Education.

Ohio Educator Licensure Standards for Interpreter for Hearing Impaired Associate Teacher Licensure

Introduction

The Ohio Educator Licensure Program Standards for Interpreter for Hearing Impaired Associate Teacher Licensure program were developed by an advisory committee after a thorough review of the following documents: Commission on Collegiate Interpreter Education, National Interpreter Education Standards, Distance Opportunities for Interpreter Training Center, Entry-to-Practice Competencies for ASL/English Interpreters, ODE Modified CED/RID Core Guidelines, Indicators of Educational Interpreter Competency based on the Ohio Guidelines for Educational Interpreters, Ohio Standards for the Teaching Profession, and Ohio Performance-Based Teacher Licensure Standards.

We wish to acknowledge the following individuals who served on the advisory committee:

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Licensure Rule 3301-24-05 (H) (1) (a)

The associate license, valid for five years, shall be issued to an individual who holds an associate's degree; who is deemed of good moral character; and who has completed an approved program of preparation Interpreter for Hearing Impaired Associate.

State Standards

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at www.ode.state.oh.us .

INTERPRETER FOR HEARING IMPAIRED ASSOCIATE LICENSURE STANDARDS

Standard 1. Candidates apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings.

1.1 Candidates demonstrate the ability to communicate the content, and American Sign Language (ASL) and English vocabulary in major curriculum areas throughout elementary and secondary levels.

1.2 Candidates demonstrate the ability to communicate current events and non-academic topics in an educational setting.

1.3 Candidates demonstrate knowledge of philosophies and approaches, both current and historical, for educating children who are deaf/hard of hearing.

1.4 Candidates demonstrate awareness of political and social events and issues important to members of the Deaf community.

1.5 Candidates understand the educational and social purposes of a variety of educational contexts (e.g., classrooms, staff meetings, field trips, assemblies, sports).

1.6 Candidates demonstrate knowledge of legislation, regulations, and practices affecting the education of students who are deaf/hard of hearing.

1.7 Candidates understand theory and practice of interpretation and implications for working in the educational setting.

1.8 Candidates recognize how discourse strategies (e.g., finger spelling, contrastive structures) in spoken and signed language can be used to support literacy.

1.9 Candidates apply critical thinking/decision making skills.

Standard 2. Candidates support learning environments that promote high levels of learning and achievement for all students.

2.1 Candidates demonstrate knowledge of environmental factors that affect the interpreting situation (e.g., lighting, positioning in relation to media, auditory or visual distractions).

2.2 Candidates understand the impact of diversity (e.g., ethnic, cultural, economic, religious, social, and physical) in the educational environment.

2.3 Candidates understand assistive technology used by deaf and hard of hearing students and how technology may affect the performance of the deaf or hard of hearing student
2.4 Candidates know the role of professionals in the educational setting for creating a safe and respectful environment that is accessible to all and free of harassment and physical danger.

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2.5 Candidates demonstrate appreciation of linguistic and communicative diversity by using cultural norms appropriate to each language (ASL, spoken English, signed forms of English, etc) while conversing and interpreting.

2.6 Candidates utilize appropriate language when interpreting, given the intent of the speaker (e.g., to introduce new vocabulary and to reinforce key terms, to emphasize key points, to encourage and motivate, and to maintain classroom discipline).

Standard 3. Candidates prepare and deliver effective interpretation that supports instruction, assessment and the learning of each individual student.

3.1 Candidates recognize the need for and identify sources to implement interpreting strategies for a variety of exceptionalities (e.g., Deaf-Blind, cochlear implants, cerebral palsy, learning disabilities, autism, gifted/talented).

3.2 Candidates demonstrate proficiency in multiple communication modes commonly used by deaf students in academic settings.

3.3 Candidates demonstrate proficiency in spoken and visual language(s) commonly used in the classroom.

3.4 Candidates demonstrate ability to interpret both teacher and student comments in a manner that conforms to linguistic, cultural and role/status norms, including register and paralinguistic, pragmatic, and discourse features.

3.5 Candidates demonstrate the ability to use technology and equipment to facilitate interpretation (e.g., FM systems, webcams, video phone).

3.6 Candidates describe options for handling competing visual input (tasks that require the student to attend to the interpretation and other visual information, such as overheads, board work, texts).

3.7 Candidates recognize when an interpretation is not being understood and demonstrate the ability to adjust accordingly.

3.8 Candidates understand the intent of and articulate students' signed comments.

3.9 Candidates employ techniques that support effective team interpretation.

Standard 4. Candidates collaborate and communicate with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.

- 4.1 Candidates demonstrate proficiency in listening skills, written and verbal communication skills.
- 4.2 Candidates demonstrate awareness of and support for activities and organizations in the Deaf community.
- 4.3. Candidates demonstrate knowledge of and ability to articulate roles and responsibilities of an educational interpreter and appropriate use of interpreting services to students, faculty, staff, administrators and families.
- 4.4 Candidates distinguish between appropriate and inappropriate topics for input to the educational team (e.g., preparation with teachers, Individualized Education Plan (IEP) meetings, Multi-factored Evaluations (MFE).
- 4.5 Candidates are able to articulate and advocate for best practice in educational interpreting (ex. team interpreting)
- 4.6 Candidates interact with students, peers, and educational team members in a manner that reflects appropriate cultural norms and professional standards.
- 4.7 Candidates are able to identify current and culturally relevant resources for the educational team and families regarding hearing loss (e.g., available technology).

Standard 5. Candidates assume responsibility for professional growth, conduct, performance and involvement as an Individual and as a member of the learning community.

- 5.1 Candidates demonstrate knowledge of research in best practices in interpreting.
- 5.2 Candidates demonstrate knowledge of factors leading to overuse syndrome and apply techniques for reducing mental and emotional fatigue and physical stress.
- 5.3 Candidates identify resources for supporting ethical conduct (e.g., NAD-RID Code of Professional Conduct, EIPA Guidelines for Professional Conduct, Demand-Control Schema) and demonstrate ethical behavior in their interpreting practice.
- 5.4 Candidates analyze the effectiveness of personal interpreting performance by applying contemporary theories of the interpreting process and measurements of the interpreting product.
- 5.5 Candidates identify long and short term goals that could be incorporated in an Individual Professional Development Plan based on feedback from a variety of sources (e.g., self assessment, supervisor/mentor feedback, formal evaluation tools).
- 5.6 Candidates identify resources and organizations for professional growth and affiliation.
- 5.7 Candidates participate in 300 hours of field experiences in a variety of educational settings, and practice interpretation under the supervision of a licensed interpreter.