

Educational Interpreter/Transliterator for Ages 3-21

Ed 507.35 Educational Interpreter/Transliterator for Ages 3-21.

(a) For purposes of this section, the following definitions shall apply:

(1) "Educational interpreter" means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(2) "Interpreting" means the process of accurately conveying information between American Sign Language (ASL) and English; and

(3) "Transliterating" means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) The following requirements shall apply to the certification of an educational interpreter / transliterator for children and youth ages 3 to 21 years:

(1) Hold a minimum of an Associate's Degree;

(2) Receive a passing grade on the Educational Interpreter Performance Assessment Written Test (EIPA-WT) as specified in (c); and

(3) Meet one of the following entry level requirements relative to education and experience:

a. Receive a passing grade as determined by the State Board of Education on the practical examination in signing for the EIPA Performance Test (EIPA-PT) as specified in (c);

b. Hold a current national certification from either national office of the Registry of Interpreters of the Deaf (RID) or National Association of the Deaf (NAD) of at least level III; or

c. Educational Interpreter certification from another state whose standards are equivalent to Ed 507.35.

(c) Candidates for the EIPA-WT and EIPA Performance Test shall demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in signing in the following areas:

(1) A knowledge of history of general interpreting/transliterating such as:

a. Educational interpreting/transliterating; and

b. Relevant federal, state and local organizations;

(2) The ability to identify resources that serve students who are deaf/hard of hearing (D/HH) including:

a. Services;

b. Programs; and

c. Agencies;

(3) A knowledge of the National Registry of Interpreters for the Deaf Code of Professional Conduct;

(4) The ability to establish an environment allowing for effective interpreting and transliterating in a wide variety of educational settings;

and

(5) A knowledge of different modes of communication which shall include but not limited to:

- a. ASL;
- b. Pidgin sign English (PSE);
- c. Manually coded English;
- d. Oral;
- e. Cued speech; and
- f. Tactile;

(6) In the area of the process of interpreting/transliterating, the ability to match the child's communication mode(s) as determined by the Individualized Education Program (IEP) team specified in Ed 1109.03 or the 504 team in one of the following:

- a. Simultaneously and consecutively interpret accurately, both expressively and receptively;
- b. Simultaneously and consecutively transliterate accurately, both expressively and receptively; or
- c. Simultaneously and consecutively orally transliterate accurately, both expressively and receptively;

(7) In the area of the professional roles, responsibilities and practices:

- a. Knowledge of federal IDEA/504 and state laws and rules that pertain to students who are deaf and hard of hearing and how they are applied;
- b. Knowledge of state child protection laws and school policies regarding how to report child abuse/neglect and explain the appropriate protocol to follow the laws and rules;
- c. Knowledge of American deaf culture and how it is distinguished from general American culture;
- d. Knowledge of the role and responsibilities of an educational interpreter/transliterating in an educational setting for children and youth ages 3 through 21;
- e. The ability to interpret/transliterate accurately in a public forum; and
- f. Knowledge of hearing loss and amplification in deaf and hard of hearing children;

(8) In the area of child development:

- a. How students learn and develop cognitively, linguistically, socially, morally, emotionally, and physically; and
- b. How the development of language in deaf students impacts their development cognitively, linguistically, socially, morally, and emotionally;

(9) In the area of principles and philosophies of public education:

- a. Respect for the students' varied talents and perspectives;
- b. Knowledge and understanding of public schools as complex organizations within a larger community; and
- c. Effective collaboration with school staff, parents, and others to

support students' learning and well-being;

- (10) In the area of IEP and 504 process in educational settings in:
 - a. Basic knowledge of the individualized education program (IEP) process as specified in Ed 1109; and the 504 process; and
 - b. The ability to work with members of the IEP/504 team, contributing information about the child's language including:
 - 1. Most effective mode(s) of communication; and
 - 2. Use of practical and functional language; and
 - (11) In the area of general studies:
 - a. A command of language, including the language of words, mathematics and other common terms typically found in preschool through grade 12 curriculum;
 - b. The ability to comprehend reading materials commonly found in preschool through grade 12 educational programs and curriculum, including:
 - 1. Mass media and social media;
 - 2. Newspapers; and
 - 3. Magazines;
 - c. The ability to write coherently using:
 - 1. Correct spelling;
 - 2. Grammar;
 - 3. Punctuation; and
 - 4. Appropriate vocabulary;
 - d. Sufficient cultural literacy including understanding of major principal events and significant figures in American and world cultures and other such information commonly presented in preschool through grade 12 curriculum;
 - e. Logical thinking and problem-solving ability which draws on a large spectrum of knowledge in the humanities, sciences and the arts; and
 - f. The ability to utilize technology/assistive technology to enhance and support the instruction of students who are deaf and hard of hearing.
- (d) Candidates shall participate in professional development for both personal growth and school district's master plan program improvement as specified in Ed 512.03(c) individual professional development plan, Ed 512.04 criteria for recertification of educators under the professional development master plan and Ed 512.05 criteria for recertification of educators not under the local professional development master plan.

Source. #7756, eff 9-1-02; amd by #8229, eff 12-17-04; ss by #8844, eff 3-16-07; ss by #10245, eff 12-21-12