

Competencies for Interpreters for the Deaf/Hard-of-Hearing

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Strand A: Preparation

Competency I: The interpreter has knowledge of subject matter.

Level I

- a. Is familiar with curriculum.
- b. Previews text and other content materials.
- c. Incorporates subject-specific signs and technical signs.
- d. Prepares for exceptional assignments (plays, films/videos, assemblies, etc.).

Level II

- a. Understands curriculum content.
- b. Previews text and other content materials.
- c. Incorporates subject-specific signs and technical signs.
- d. Prepares for exceptional assignments (plays, films/videos, assemblies, etc.).

Level III

- a. Understands curriculum content.
- b. Previews text and other content materials.
- c. Researches subject-specific signs and technical signs.
- d. Takes a leadership role in exceptional assignments (plays, films/videos, assemblies, etc.).

Competency III: The interpreter manages the environment in a manner that facilitates students' comprehension of instruction.

Level I

- a. Is aware of the need for optimal seating and lighting for students.
- b. Is positioned to optimize student access to chalkboard, video, and other media.
- c. Demonstrates understanding of the importance of closed captioning.

Level II

- a. Facilitates determination of optimal seating and lighting for students.
- b. Is positioned to optimize student access to chalkboard, video, and other media.
- c. Supports access to closed captioning when available..

Level III

- a. Facilitates determination of optimal seating and lighting for students.
- b. Is positioned to optimize student access to chalkboard, video, and other media.
- c. Promotes use of closed captioning.

Strand B: Process

Competency II: The interpreter uses the appropriate target language and uses grammar, syntax, and vocabulary specific to that language.

Level I

- a. Uses American Sign Language (ASL) and/or signed English.
- b. Utilizes appropriate signed or spelled vocabulary.
- c. Demonstrates awareness of facial grammar, classifiers, sign space, and other nuances of ASL.
- d. Renders the content of the message.

Level II

- a. Is competent in American Sign Language (ASL) and/or signed English.
- b. Utilizes appropriate signed or spelled vocabulary relevant to students learning levels, rates, and styles..
- c. Incorporates facial grammar, classifiers, sign space, and other nuances of ASL.
- d. Renders the message completely and clearly.

Level III

- a. Demonstrates mastery of American Sign Language (ASL) and/or signed English.
- b. Utilizes appropriate signed or spelled vocabulary relevant to students learning levels, rates, and styles..
- c. Incorporates facial grammar, classifiers, sign space, and other nuances of ASL.
- d. Renders the message completely and clearly.

Competency IV: The interpreter adapts presentation of information to the instructional format.

Level I

- a. Comprehends need for variation in logistics for lecture, class/group discussion, oral reading, hands-on activities, and use of equipment.
- b. Implements necessary changes and techniques to experiences outside the classroom (field trips, assemblies, meetings, etc.)
- c. Recognizes and addresses interpreter errors and unexpected difficulties.

Level II

- a. Facilitates logistics for lecture, class/group discussion, oral reading, hands-on activities, and use of equipment.
- b. Determines and implements necessary changes and techniques to experiences outside the classroom (field trips, assemblies, meetings, etc.)
- c. Is able to resolve interpreter errors and unexpected difficulties.

Level III

- a. Facilitates logistics for lecture, class/group discussion, oral reading, hands-on activities, and use of equipment.
- b. Determines and implements necessary changes and techniques to experiences outside the classroom (field trips, assemblies, meetings, etc.)
- c. Is able to resolve interpreter errors and unexpected difficulties.

Competency V: The interpreter effectively facilitates communication from teacher to student, student to teacher, and student to student.

Level I

- a. Collaborates with teacher to assure students' full participation.
- b. Fosters independence.
- c. Supports opportunities for students to be responsible for their own behavior and learning.
- d. Supports positive student-interpreter relationships.

Level II

- a. Collaborates with teacher to assure students' full participation.
- b. Fosters independence.
- c. Provides opportunities for students to be responsible for their own behavior and learning.
- d. Promotes positive student-interpreter relationships.

Level III

- a. Initiates adjustments in presentation with teacher to assure students' full participation.
- b. Promotes independence.
- c. Provides opportunities for students to be responsible for their own behavior and learning.
- d. Provides opportunities for enhanced student-interpreter relationships.

Competency VI: The interpreter appropriately utilizes interpreting techniques to facilitate the exchange of information.

Level I

- a. Recognizes the need for speaker identification, role shifts, conversational markers, register, and other discourse markers.
- b. Is aware of cultural issues that may impact communication.

Level II

- a. Competent in the use of speaker identification, role shifts, conversational markers, register, and other discourse markers.
- b. Incorporates cultural issues that may impact communication.

Level III

- a. Demonstrates mastery of speaker identification, role shifts, conversational markers, register, and other discourse markers.
- b. Integrates knowledge of cultural issues that may impact communication.

Strand C: Professionalism

Competency VII: The interpreter demonstrates appropriate rapport with the students, teachers, and school staff.

Level I

- a. Maintains a professional demeanor.
- b. Supports constructive behavior patterns.
- c. Provides interaction necessary to meet individual student needs.
- d. Is able to operate within role boundaries.

Level II

- a. Maintains a professional demeanor.
- b. Supports constructive behavior patterns.
- c. Provides interaction necessary to meet individual student needs.
- d. Demonstrates understanding of role boundaries.

Level III

- a. Maintains a professional demeanor.
- b. Serves as a model for constructive behavior patterns.
- c. Provides interaction necessary to meet individual student needs.
- d. Promotes understanding of role boundaries.

Competency VIII: The interpreter works productively with colleagues and parents as a member of the educational team.

Level I

- a. Collaborates with colleagues, including other interpreters, on issues related to interpreting.
- b. Refers questions and concerns to appropriate Deaf/Hard-of-Hearing personnel, or to school officials.
- c. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.

Level II

- a. Actively promotes collaboration with colleagues, including other interpreters, on issues related to interpreting.
- b. Discusses questions and concerns with appropriate Deaf/Hard-of-Hearing personnel, or to school officials.
- c. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.

Level III

- a. Demonstrates leadership in collaborative work with colleagues, including other interpreters, on issues related to interpreting.
- b. Problem-solves questions and concerns with appropriate Deaf/Hard-of-Hearing personnel, or to school officials.
- c. Serves as a model of professionalism with colleagues, parents, and community members regarding educational matters.

Competency IX: The interpreter maintains behavior consistent with the interpreter Code of Ethics.

Level I

- a. Respects confidentiality of information.
- b. Interprets for assigned classes in the locations and at times designated.
- c. Makes adjustments to scheduling as requested to meet student needs.

Level II

- a. Respects confidentiality of information.
- b. Assumes responsibility for coverage of assigned classes in the locations and at times designated.
- c. Demonstrates flexibility with adjustments to scheduling as requested to meet student needs.

Level III

- a. Promotes understanding of the importance of confidentiality of information.
- b. Works collaboratively to ensure that all interpreting needs are met.
- c. Collaborates on adjustments to scheduling as requested to meet student needs.

Competency X: The interpreter demonstrates a willingness to examine and implement change.

Level I

- a. Participates in professional development in methodology, research, and current trends in educational interpreting to enhance and improve the quality of learning and skills.
- b. Recognizes that change entails risk and modifications may be needed.
- c. Seeks information about child development and learning styles.

Level II

- a. Participates in professional development in methodology, research, and current trends in educational interpreting to enhance and improve the quality of learning and skills.
- b. Recognizes that change entails risk and modifications may be needed.
- c. Demonstrates understanding of child development and learning styles.

Level III

- a. Initiates and/or coordinates professional development opportunities in methodology, research, and current trends in educational interpreting to enhance and improve the quality of learning and skills.
- b. Supports positive avenues for change.
- c. Demonstrates understanding of child development and learning styles.