

Sample Interpreter Self-Assessment

Self-Assessment: Knowledge Standards for Educational Interpreting

This self-assessment is based on the knowledge standards for the CDE Authorization for Educational Interpreters. It may be used by interpreters on temporary eligibility to determine areas needing improvement for professional development plans or other interpreters to assist in identifying continuing education needs.

Name _____ Date: _____

Standard/Benchmarks	How well do I know this? 1= not well; 4= very well			
<p>1. The educational interpreter is knowledgeable about interpreting and interpreter processing; analyzing communication, for the speaker's intention, from an instructional and personal perspective; and is able to:</p> <ul style="list-style-type: none"> ▪ effectively analyze communication for the speaker's style, affect, register, and overall prosodic and coherence markers. ▪ effectively manage the interpreting process, in order to produce a linguistically appropriate representation of classroom communication, as based on student ability and the IEP goals. ▪ manage the process for effectively switching from one speaker and mode to an other. ▪ utilize attending and interrupting techniques effectively, based on culturally-appropriate methods and classroom protocol. ▪ effectively apply, in interpreting and interpreter processing, knowledge of: <ul style="list-style-type: none"> ○ cognitive processes associated with consecutive and simultaneous interpreting, and the implication of each for interpreting classroom discourse. ○ the differences between classroom discourse and conversational discourse, and the implication of those differences in the interpreting process. ○ how to implement communication processes in a manner consistently inclusive students/children, who are deaf and hard of hearing as related, but not limited to, issues of turn taking; use of visuals; avoiding overlap of speaking/ signing processes, while students view a visual aid; challenges associated with the use of multimedia; and uncaptioned materials. ○ classroom subject matter concepts and associated vocabulary and terminology. 	1	2	3	4
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	1	2	3	4
<p>2. The educational interpreter is knowledgeable about deafness in the educational process, and is able to:</p> <ul style="list-style-type: none"> ▪ identify and articulate about current concepts, practices, trends and issues, relevant to interpreting in a public school setting, and indicate how these relate to similar trends and issues in deaf education. 	1	2	3	4

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<ul style="list-style-type: none"> demonstrate awareness of current publications, resources, legislation, and educational materials related to interpreting in K-12 settings, and relevant to deaf education. 	1	2	3	4
<p>3. The educational interpreter is knowledgeable about meeting the needs of the student, in terms of audition, and is able to:</p> <ul style="list-style-type: none"> articulate about and demonstrate basic knowledge of degrees of hearing loss, mild through profound, and their effects on language and speech development, and the implication of those effects on the interpreting process. demonstrate basic knowledge of personal and classroom amplification systems; their benefits and limitations; and the impact of such systems on the interpreting process. demonstrate the ability to conduct basic trouble-shooting for hearing aids, cochlear implants, and FM problems. 	1	2	3	4
<p>4. The educational interpreter is knowledgeable about consultation, and is able to:</p> <ul style="list-style-type: none"> communicate about specific professional roles, functions, and formal and informal relationships, as related to various responsibilities, such as, but not limited to, interpreting, tutoring, aiding, and consulting with an interpreter in an educational setting. articulate and demonstrate techniques for collaborative problem-solving and decision-making among professionals working with students who are deaf or hard of hearing. articulate potential issues, and effectively alleviate concerns of, general education teachers who may express apprehension about effectively working with students in their classes who are deaf or hard of hearing, and refer the teacher, when relevant, to other appropriate resource personnel, for follow-up. discuss appropriate strategies for facilitating open communication, between and among special educators, general educators, interpreters/tutors, and others, as appropriate, and as related to an interpreted education and the successful integration of deaf and hard of hearing children into regular education classrooms. apply the educational interpreting process to individualized education program (IEP) development, and assist in implementing iep strategies, particularly as related to classroom interpreting. identify and gain access to resources, for general educators, parents, special educators, and interested others, relevant to sign language communication, interpreting, and deafness-related topics. 	1	2	3	4
<p>5. The educational interpreter is knowledgeable about curriculum, teaching, and tutoring methods and is able to:</p> <ul style="list-style-type: none"> demonstrate and apply knowledge of instructional strategies/techniques, relevant to the tutoring of elementary and secondary students in general education courses. articulate and demonstrate ways to collaborate with teacher(s), 	1	2	3	4

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<p>regarding individualized modifications to, and/or adaptation of, material, the curriculum, and the learning environment, to address the language and auditory competencies of students who are deaf or hard of hearing.</p>	1	2	3	4
<ul style="list-style-type: none"> demonstrate ways to assist in: communicating with the teacher; forming an effective working classroom partnership with the teacher; facilitating communication between teacher and student, and teacher and family, as appropriate; implementing IEP and other relevant strategies, and providing resources, as relevant, for achieving goals set for student learning; and incorporating the interpreting process, when appropriate and relevant. 	1	2	3	4
<ul style="list-style-type: none"> articulate the general scope and sequence of basic curricular areas. 	1	2	3	4
<ul style="list-style-type: none"> articulate basic knowledge of learning styles and instructional design, and their implications on instruction, and on the interpreting process. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate knowledge of the strategies/techniques that must be employed when interpreting standardized tests or classroom assessments, student who are deaf or hard of hearing, including, as related to, content standards. 	1	2	3	4
<p>6. The educational interpreter is knowledgeable about methods of assisting other educators with instruction, and is able to:</p> <ul style="list-style-type: none"> discuss and demonstrate basic ways to collaborate with teacher(s) regarding modification and/or adaptation of materials, curriculum, and environments, for students who are deaf or hard of hearing. 	1	2	3	4
<ul style="list-style-type: none"> identify basic instructional methods, techniques, and materials, which are appropriate for students who are deaf or hard of hearing. 	1	2	3	4
<ul style="list-style-type: none"> identify and locate resources which can assist with integrating deaf awareness and self-advocacy into the student's experience. 	1	2	3	4
<p>7. The educational interpreter is knowledgeable about meeting the social and emotional needs of deaf or hard of hearing students, and is able to:</p> <ul style="list-style-type: none"> demonstrate techniques that educators might use in creating a positive and effective learning environment, conducive to the encouragement of achievement, through appropriate application of affective education and behavior management strategies. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate the fostering of independence in students who utilize an interpreter. 	1	2	3	4
<ul style="list-style-type: none"> acquire and use available resources relevant to the deaf experience, self-awareness, and identity, students who are deaf or hard of hearing. 	1	2	3	4
<p>8. The educational interpreter is knowledgeable about meeting classroom management needs, and is able to:</p> <ul style="list-style-type: none"> implement strategies that effectively integrate students who are deaf or hard of hearing into a variety of classroom and other education environments. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate basic appropriate classroom and teaching modifications that may benefit students who are deaf or hard of hearing. 	1	2	3	4

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<ul style="list-style-type: none"> effectively communicate, with school and education staff, about the role of the educational interpreter/tutor in the general education and special education classrooms, and in non-academic settings, such as, but not limited to, the lunchroom and playground 	1	2	3	4
<p>9. The educational interpreter is knowledgeable about child development and language development, and is able to:</p> <ul style="list-style-type: none"> articulate the psychological, sociological, and physiological development of students with normal hearing, as related to interpreting and tutoring. 	1	2	3	4
<ul style="list-style-type: none"> discuss the potential impact of hearing loss on processing, motor, visual language, and cognitive development, as related to interpreting and tutoring. 	1	2	3	4
<ul style="list-style-type: none"> discuss common medical conditions and medications which may impact performance in the classroom, as related to interpreting and tutoring. 	1	2	3	4
<p>10. The educational interpreter is knowledgeable about meeting the language needs of student, and is able to:</p> <ul style="list-style-type: none"> effectively communicate about spoken language and sign language development; the implications for each of these; and both, in the interpreting process. 	1	2	3	4
<ul style="list-style-type: none"> articulate the relationships between language and cognition, reading, and content areas, and the implications of each, for the interpreting process. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate and explain the differences between commonly used sign language, between these, and sign systems, and the implications of the differences for the interpreting process. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf. 	1	2	3	4
<ul style="list-style-type: none"> monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan. 	1	2	3	4
<p>11. The educational interpreter is knowledgeable about meeting the speech needs of the student, and is able to:</p> <ul style="list-style-type: none"> articulate and demonstrate normal speech development. 	1	2	3	4
<ul style="list-style-type: none"> communicate effectively about the development of speech characteristics, and speech in general, in students who are deaf or hard of hearing, and the implications of these in the interpreting process. 	1	2	3	4
<ul style="list-style-type: none"> demonstrate respect for differences in students and families; self-assess the effectiveness of interpreting, as based on the achievement of students; and pursue continuous professional development, through appropriate literature, activities, and coursework, and through participation in relevant professional organizations. 	1	2	3	4