

## STAFF DEVELOPMENT INSERVICE COMPONENT INFORMATION

<b>COMPONENT TITLE:</b>	Educational Interpreter Professional Development
<b>IDENTIFIER NUMBER:</b>	1105066
<b>MAXIMUM POINTS:</b>	60
<b>GENERAL OBJECTIVE:</b>	To provide professional knowledge and skill development to enhance knowledge and interpreting/transliterating skill for competency building and maintenance.
<b>RESEARCH BASE:</b>	<p><i>Meeting the Needs of Student Who Are Deaf or Hard of Hearing: Educational Services Guidelines</i> (2006), National Association of State Directors of Special Education, Inc.</p> <p><i>Code of Professional Conduct</i> (2005) ,National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID)</p> <p><i>The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Children</i> (2005), National Agenda Steering and Advisory Committee.</p>

### **SPECIFIC OBJECTIVES:**

At the conclusion of the instructional period participants will:

1. Describe the tenets of the *Code of Professional Conduct* (July, 2005) and list illustrative behaviors complying with the code.
2. Explain the *Code of Professional Conduct* (July, 2005) tenets and how they apply to educational interpreting.
3. Describe and demonstrate compliance with the School District of Palm Beach County Deaf and Hard of Hearing Program Resource Manual policies and procedures.
4. Demonstrate knowledge of and compliance with State and national standards regarding interpreter qualifications and credential maintenance including the understanding of the various evaluation systems and the criteria required to obtain the credentials
5. Describe and compare typical child development and language development in deaf or hard of hearing children.
6. Demonstrate knowledge of, and appropriate competence in, the process of interpreting specific academic content applicable to current interpreting assignments, including contextualization of specific concepts.
7. Demonstrate knowledge and skill in the applicable communication modality of students who are deaf or hard of hearing as assigned which may include: ASL, Cued Speech, oral interpreting, English-based sign systems, and oral transliteration.
8. Demonstrate the ability to accurately assess students' sign expression and interpreting needs and make adjustments as dictated.
9. Describe and define the roles of an Educational Interpreters, Teachers, and Administration in the education of Deaf or Hard of Hearing students.

10. Demonstrate knowledge and sensitivity to cultural and linguistic backgrounds of students who are deaf or hard of hearing.
11. Demonstrate competence in and an understanding of the requirements and policies in order to appropriately interpret standardized tests.
12. Demonstrate competence required to tutor Deaf and hard of hearing students in areas including, but not limited to, communication skills, vocabulary, and academics under the direction of instructional personnel.

### **PROCEDURES:**

The participants will:

1. Attend training sessions and review session handouts.
2. Receive current resource materials to read either in preparation or as follow-up to a workshop activity.
3. Implement specific application activities to be used with students, colleagues, and other professionals as follow-up to specific instruction.
4. Receive technical assistance from qualified staff as needed to obtain mastery of information shared at workshop activities.

### **EVALUATION OF PARTICIPANTS:**

Participants will:

1. Demonstrate mastery of at least 80% of the targeted objectives on a post assessment.
2. Submit a journal/log of participation, complete with date of delivered training, independent work sessions, and follow-up discussions with colleagues.
3. Submit evidence affirming that activities involving material learned has impacted job performance and increased student achievement.

### **FOLLOW- UP ACTIVITIES:**

Participants will:

1. Collect evidence that activities involving material learned has impacted job performance and increased student achievement.
2. Encourage and mentor colleagues to increase skill levels and to follow the *Code of Professional Conduct* (July, 2005).
3. Provide a product demonstrating appropriate interpreting of course content to the audience's cognitive and linguistic skill.
4. Complete final summary evaluations of content presented and address application and implementation into the workplace.

### **COMPONENT EVALUATION:**

Participants will assess the degree to which the professional development procedures addressed the specific objectives of the component, and will make recommendations through the evaluation instrument.

### **SUBMITTED BY:**

Susan Z. Alex  
Program Planner for Speech, Language,  
Deaf and Hard of Hearing

### **SCHOOL/DEPARTMENT:**

Exceptional Student Education

**APPROVAL:**

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Signature of Executive Director

Date