K-12 Legislative Trends

University of Northern Colorado Distance Opportunities for Interpreter Training Center

RID Convention
August 2007
Objectives

- Explore current status of K-12 interpreter standards
- Consider implications
- Discuss “next steps”
What it is & is not...

• K-12 standards

• Not community interpreting

• Not other specialties

• Not licensure
Why important?

- New federal requirements - IDEA 2004 reauthorization
- New ‘role’ – related service provider
- New rules – highly qualified personnel (NCLB)
Guidelines

Meeting the needs of students who are deaf or hard of hearing: Educational services guidelines. NASDSE, 2006.

www.nasdse.org
State of Interpreting Field

Technician

Practice Profession
Highly qualified

Interpreting Skills

Knowledge Sets

Academic Credentials

Continued Ed Units
State of the field of interpreting

- Technician
  - Skilled
  - Ethical
  - Professional credentials

- Practice Profession
  - Skills
  - Knowledge
  - Professional credentials
  - Academic credentials
  - Continuing Ed Units
Questions of interest

• Requirements for educational interpreters?

• What?
  – Interpreting skills
  – Knowledge sets
  – Academic credentials
  – Continuing Education Units?

• Who monitors?
The work

- Investigated websites
- Special thanks to:
  - Dr. Brenda Schick
    University of Colorado, Boulder
  - Dr. Laurie Bolster
    UNC-DO ITCenter
Moving target!

• Like to update…

• Other info? Let me know!
Requirements on website
Don’t have...
Couldn’t find...
<table>
<thead>
<tr>
<th>Washington, DC</th>
<th>Massachusetts</th>
<th>Oregon</th>
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<tbody>
<tr>
<td>Florida</td>
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<td>Pennsylvania</td>
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<td>Kentucky</td>
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<td>Washington</td>
</tr>
<tr>
<td>Maryland</td>
<td>Ohio</td>
<td>Wyoming</td>
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</table>
Who monitors?

Monitoring Agency

- SEA
- Comm
- Other
- Unclear
Skills exams

[Bar chart showing the distribution of skills exams across different categories: RID, NAD, EIPA, QAST, Other. RID has the highest count, followed by NAD and EIPA, with QAST and Other having lower counts.]
Other skills exams

- Oral interpreting/ transliteration
- Cued Speech
Variations

- **RID**
  - Any certificate to date
  - NIC

- **NAD**
  - Level 3 or 4

- **EIPA**
  - 10 states 3.0+
  - 11 states 3.5+
  - 2 states 4.0+
## Single requirements

<table>
<thead>
<tr>
<th>RID</th>
<th>EIPA</th>
<th>QAST</th>
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<tbody>
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<td>MO</td>
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<tr>
<td>TN</td>
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<td>UT</td>
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</table>
Knowledge exams...

- EIPA: WT
  - AK
  - CO
  - IL
  - SC

- Other
  - AL
  - AR
  - IL
  - MO
  - NJ
Skills vs Knowledge
High school diploma / GED

- AR
- AZ
- IL*
- ME
- MI
- NJ*
- NV
- NC*
### Postsecondary education

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<th>BA</th>
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<tr>
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<td>OK</td>
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</table>
CEUs required
Interesting things…

• SEAs using endorsement system

• States recognizing other state credentials

• Tiered systems with timelines
Trends?

Highly Qualified Educational Interpreter Services
Trends?

• States addressing qualifications of interpreters

• Most standards set & monitored by SEAs

• Standards focus primarily on ‘technicians’

• Some efforts to shift to practice professionals
What’s next?

• Research data from SEAs
  – How many interpreters working
  – How many interpreters taking the ‘test’
  – How many interpreters met standards
  – How are standards enforced…which agency
  – How are ‘emergency credentials’ handled
  – How are student needs met
What’s next?

• Data on interpreted education

• Implications for interpreter education

• Implications for mentoring
Highly qualified interpreters?
www.unco.edu/doit
866.885.6087

UNC - DO IT Center

Quality Instruction —— Qualified Interpreters