



NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

INTERPRETING IEP MEETINGS

A Close Look for Interpreter Trainers at this

Intersection of Healthcare and Education Services

with Nora Goodfriend-Koven MPH and Gabriela Siebach, MATI, CHI

THURSDAY, JUNE 18

12PM CENTRAL (90 MINUTES)



NCIHC Home for Trainers webinar series



NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

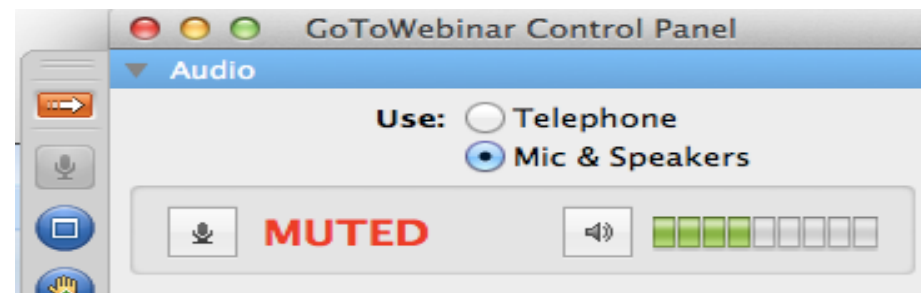
You can access the recording of the
live webinar presentation at
www.ncihc.org/trainerswebinars

Home for Trainers Interpreter Trainers Webinars Work Group
An initiative of the Standards and Training Committee
www.ncihc.org/home-for-trainers



Housekeeping

- This session is being recorded
- Certificate of Attendance
 - *must attend full 90 minutes
 - *trainerswebinars@ncihc.org
- Audio and technical problems



- Questions to organizers
- Q & A
- Twitter #NCIHCWebinar



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Welcome!

Guest Presenters:



Gabriel Siebach, MATI,
CHI™-Spanish



Nora Goodfriend-Koven,
MPH

Preparing for IEPs

Tips from an Education Interpreter



Laws & Regulations

- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act of 1973
- Individuals with Disabilities Act of 2004 (IDEA)
 - Part B and Part C
- No Child Left Behind Act (NCLB)
- Family Educational Rights and Privacy Act (FERPA)





IDEA defines the term “Child with a disability” as:

a child evaluated as having intellectual disability, a hearing impairment, a speech or language impairment, a visual impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services”.

(§ 300.8 (a) (1))

TIP

Review the Special Education website for the School District and/or School you will interpret at to familiarize yourself with their special programs.

Accommodation vs. Modification

Accommodations allow a student to complete the same tasks as their peers who do not have a learning disability but with some variation in time, format, setting, and/or presentation.

- Time
- Input
- Output
- Size

Modifications are changes in what students are expected to learn, based on their individual abilities.

- Alternate books
- Pass/no pass grading
- Reworded questions in simpler language
- Focus on independence vs academics

<https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications/>

What is IEP?

A guiding manual to an individual student's academic experiences to ensure that he/she is prepared for adulthood. The IEP includes the student's:

- Strengths
- Needs
- Specific recommendations
- Annual goals and short-term objectives
- Services needed
- Special factors
- BIP

TIP

Request a copy of the IEP prior to the IEP meeting. If the IEP is not available, arrive early and request to see it prior to beginning the meeting.



- Parents
- Regular Education Teacher
- The Child's Special Education Teacher
- Representative of public agency
- Professional to interpret evaluation results
- Students
- Service Agency or postsecondary Rep.
- Related Services Provider
- School Representative
- Parent Advocate
- Other individuals
- Language Interpreter

TIP

Always introduce yourself to every member of the IEP Team. Include your name, language, and commitment to upholding the tenets of confidentiality & transparency. Collect their names and titles.

What to Prepare?

- Acronyms and Vocabulary
- Introduction (IEP Team)
- Review IEP and evaluation (meeting agenda), any technical terms, and mode of interpreting
- Materials
- Room Dynamics (seating arrangements)

TIP

Assess the dynamics of the room to identify possible barriers to communication. Remember to manage the flow of communication and interject as needed for repetition or clarification



- Introduction of all committee members
- IEP reviewed
- At least once a year (more as needed)
- During the IEP meeting all suggestions, proposals, discussions and decisions are documented in the minutes

TIP

IEP meetings can be very emotional, employ the tenets of confidentiality, impartiality, and transparency, as well as good mediation skills.

At the IEP Meeting



- Introduction of all committee members
- IEP reviewed
- At least once a year (more as needed)
- During the IEP meeting all suggestions, proposals, discussions and decisions are documented in the minutes
- Eligibility reconsidered
- IEP Signing

TIP

IEP meetings can be very emotional, employ the tenets of confidentiality, impartiality, and transparency, as well as good mediation skills.

At the IEP Meeting



- Individuals with Disabilities Education Act (**IDEA**)
- Individualized Education Program (**IEP**)
- Local Education Agencies (**LEA**)
- Free and Appropriate Public Education (**FAPE**)
- Independent Educational Evaluation (**IEE**)
- Extended School Year (**ESY**)
- Least Restrictive Environment (**LRE**)
- Student Assistance Team (**SAT**)
- Assistive Technology (**AT**)
- Functional Behavioral Assessments (**FBA**)
- Behavioral Intervention Plan (**BIP**)
- Family Educational Rights and Privacy Act (**FERPA**)
- Response to Intervention (**RtI**)
- Americans with Disabilities Act (**ADA**)

Resources

IDEA Part B:

<https://webnew.ped.state.nm.us/>

FERPA:

www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

US Department of Education:

www.ed.gov/

North Carolina ECAC

www.ecac-parentcenter.org

Masterword's Training & Assessments Division:

store.masterword.com





Thank you!



303 Stafford Street
Houston, Texas 77079
www.masterword.com
tad@masterword.com

Per attendee petition, this slide was added after the live presentation.

Example Interpreter statement:

If adding it to the IEP itself and there is no designated line for the interpreter (as space allows):

I certify/affirm that I interpreted during the entirety of the IEP meeting held on (Date) . [Signature & printed name]

My pre-written “Certification of Interpretation”:

CERTIFICATE OF INTERPRETATION (SAMPLE)

I, (Full Name) , hereby certify that I interpreted at the IEP meeting for (School/District/Agency) on (Date) from English into Spanish and from Spanish into English, and that, to the best of my ability, the interpretation provided was complete and accurate. I further certify that I am a (Certification) as conferred by (Certifying Body) and hold a (Degree) in (Major) from (School/University) , thereby establishing my competence in both Spanish and English to render and certify said interpretation.

[Signature, printed name & contact information for self or hiring agency]

INTERPRETING FOR CHILDREN AND THEIR FAMILIES – THE IEP

NORA GOODFRIEND-KOVEN MPH

NCIHC WEBINAR JUNE 18, 2020

10 – 11:30 AM, PST



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DEDICATED TO DEVRA MILLER

6/25/20

20

- IDENTIFY THE IEP PROCESS, PARTICIPANTS AND KEY COMPONENTS.
- LEAD EMERGING INTERPRETERS TO SOLVE AT LEAST 1 INTERPRETING DILEMMA TYPICAL OF THIS SETTING
- DESCRIBE COMMUNICATION FLOW AND PROBLEM-SOLVING STRATEGIES FOR INTERPRETING DURING IEP MEETINGS
- DISCUSS WAYS TRAINERS CAN IMPART SKILLS AND KNOWLEDGE REQUIRED FOR IEP MEETINGS TO THEIR STUDENTS AND TRAINEES
- DEFINE SPECIAL EDUCATION JARGON
- IDENTIFY RESOURCES TO ADD 10 NEW WORDS TO THE INTERPRETER'S PERSONAL GLOSSARY

WE WILL....

WHAT IS AN IEP

- **INDIVIDUALIZED EDUCATIONAL PROGRAM**
 - THE IEP DESCRIBES THE PLAN FOR THE STUDENT'S EDUCATIONAL PROGRAM, INCLUDING CURRENT PERFORMANCE LEVELS, STUDENT GOALS, AND THE EDUCATIONAL PLACEMENT AND OTHER SERVICES THE STUDENT WILL RECEIVE
- STUDENTS MUST BE PERFORMING AT LEAST 2-YEARS BELOW GRADE-LEVEL, OR PERFORMING 2-YEARS BELOW THE STUDENT'S ASSESSED CAPABILITY
- OR HAVE A SERIOUS DIAGNOSED DISABILITY – PHYSICAL, EDUCATIONAL, MENTAL, BEHAVIORAL

WHO WILL BE AT THE IEP MEETING?

PARENTS



TEACHERS



Tra Nguyen

ADMINISTRATORS



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OTHERS WHO MAY JOIN THE MEETING

SCHOOL NURSE



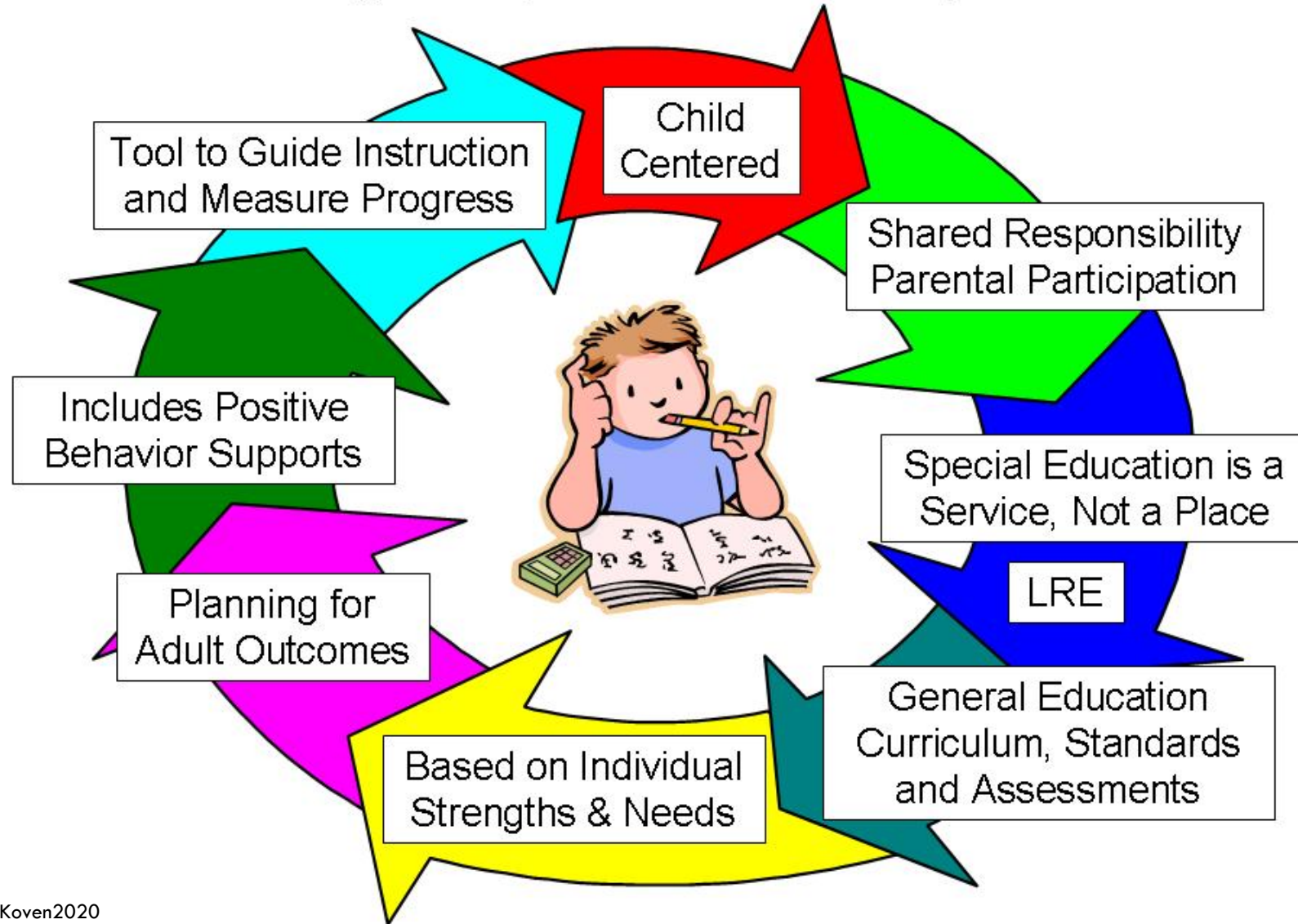
PSYCHOLOGIST



ADVOCATE



Guiding Principles for IEP Development



DILEMMAS

INTERPRETING FOR CHILDREN AND THEIR FAMILIES – THE IEP

TO FACILITATE, TRAINERS MAY:

1. (REMOTE INSTRUCTION WITH WEBINAR PLATFORM) ENCOURAGE PARTICIPANTS TO WRITE THEIR ANSWERS ON WEB-CHAT FUNCTION AND THEN ADDRESS SALIENT REMARKS
2. (REMOTE INSTRUCTION USING ZOOM) DIVIDE PARTICIPANTS INTO “ROOMS” OF 4 – 5 PEOPLE. ASK THEM TO DISCUSS EACH SCENARIO AND TO FIND WHERE IN THE INTERPRETER STANDARDS THEY WOULD LOOK FOR GUIDANCE. THEN OFFER A POSSIBLE SOLUTION FOR EACH ONE
3. CLASSROOM INSTRUCTION: DIVIDE PARTICIPANTS INTO GROUPS OF 4 OR 5. ASK THEM, UTILIZING THE STANDARDS AND PROTOCOLS TO FIND GUIDANCE TO RESOLVE EACH DILEMMA AND THEN OFFER A SOLUTION.

DILEMMA 1

- **SOMETIMES THE TEACHER MAY USE A FANCY WORD, OR AN ACRONYM. I KNOW WHAT THE TERM MEANS BUT I DON'T THINK THAT THERE IS AN EQUIVALENT TERM IN MY LANGUAGE OF SERVICE. IN ANY CASE I WAS NOT COLLEGE EDUCATED IN MY HOME COUNTRY, SO IF THERE IS A WORD, PERHAPS I NEVER LEARNED IT. WHAT CAN I DO IN THIS PARTICULAR SITUATION?**
- **PERHAPS I KNOW THE TERM, BUT I DON'T KNOW HOW TO EXPLAIN IT.**

DILEMMA 2

- **WHAT SHOULD I DO IF DURING THE INTERPRETING SESSION THE TEACHER LOOKS AT ME AND MAKES A DISRESPECTFUL REMARK ABOUT THE PARENT?**
 - **FOR EXAMPLE, “THIS PARENT IS SO LAZY, SHE NEVER COMES TO OUR MEETINGS. I CAN’T BELIEVE SHE ACTUALLY SHOWED UP!”**
- **SHOULD I INTERPRET IT? IS THERE ANYTHING IN THE CHIA STANDARDS THAT CAN HELP ME TO HANDLE THIS SITUATION?**

DILEMMA 3

- **WHAT SHOULD I DO IF THE PARENT IS GIVEN SOME OPTIONS FOR SCHOOL PLACEMENT AND ASKS ME ABOUT MY OPINION?**
- **WHAT IF THE PARENT IS ASKED TO SIGN A CONSENT FORM AND S/HE DOES NOT HAVE ANY FAMILY MEMBER TO CONSULT AND ASKS ME ABOUT MY OPINION?**

DILEMMA 4

REGIONALISMS

- **THE FAMILY USES VOCABULARY THAT IS FROM A DIFFERENT COUNTRY THAN THE ONE I AM FROM.**
- **THEY ONLY KNOW REGIONAL TERMS INSTEAD OF THE STANDARD TERMS AND I AM NOT SURE OF THOSE REGIONAL TERMS. SHOULD I JUST DO MY BEST TO FIGURE OUT THE MEANING AND CONTINUE?**
 - **(SPANISH EXAMPLE “CUTTING CLASS” MIGHT BE IRSE DE PINTA, TIRARSE LA VACA, ETC, OR FOR THE THANKSGIVING MEAL IT MIGHT BE GUAJALOTE, CHOMPIPI OR PAVO REFERRING TO THE TURKEY)**
 - **OR... MORE LIKELY, NO WORD OR UNDERSTANDING OF THANKSGIVING**

DILEMMA #5

- MULTIPLE AGENDAS-

“I THINK THAT ONE OF THE HARDEST THINGS TO DO FOR AN INTERPRETER IS TO MANAGE THE FLOW OF COMMUNICATION, THAT IS, TO HAVE PARENT AND SCHOOL STAFF TAKE TURNS, LET THE INTERPRETER FINISH HIS/HER RENDITION OF THE MESSAGE, CONTROL THE SPEED IN WHICH THE MESSAGES ARE CONVEYED, ETC. ARE THERE ANY TECHNIQUES THAT CAN HELP ME TO DO THAT?”

- STRATEGIES:
 - PREPARATION
 - SIT NEXT TO THE PARENT/GUARDIAN
 - PRE-SESSION (SOMETIMES DIFFICULT)
 - SIMULTANEOUS MODE AS NEEDED
 - NEUTRALITY BUT FOCUS ON THE CHILD
 - USE VOICE MODULATION

DILEMMA 6

-EMOTIONALITY-

- **TEACHER:** WE FEEL THAT IF RICARDO CAN CONTROL HIS EXPLOSIVE BEHAVIOR AND ACT CALMLY, HE WILL HAVE MORE TIME TO IMPROVE ACADEMICALLY. HE SPENDS MOST OF HIS TIME OUTSIDE THE CLASSROOM AND IS FALLING BEHIND.
- **PRINCIPAL:** THERE IS ALSO AN ISSUE THAT HAS BEEN BROUGHT TO MY ATTENTION. I HAVE RECEIVED MANY EMAILS AND PHONE CALLS FROM OTHER PARENTS COMPLAINING ABOUT RICARDO'S BEHAVIOR AND THE AMOUNT OF TIME MS. RICKETTS SPENDS TRYING TO CALM HIM DOWN. OTHER PARENTS FEEL THAT THEIR CHILDREN ARE NOT SAFE IN AN ENVIRONMENT WHERE YOUR STUDENT YELLS, KICKS, AND BREAKS THINGS. EVEN THE PARENT VOLUNTEERS FEEL UNSAFE AROUND HIM.



HOPELESS



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

DILEMMA 7

-SIGHT TRANSLATION EXPERTISE-

- -INTRODUCTIONS WERE MADE
- - PARENTS RECEIVED PARENTS' RIGHTS IN SPANISH
- - PARENT SHARED HER CONCERNS: SHE'S CONCERNED THAT DANIEL IS BEING BULLIED AT SCHOOL. DANIEL TELLS MOM HE DOESN'T HAVE ANY FRIENDS, AND THAT NO ONE LIKES HIM. MRS. LOPEZ ALSO SHARED THAT DANIEL BELIEVES MRS. SMITH DOESN'T LIKE HIM, AND PICKS ON HIM. MS. STARK (SCHOOL PSYCHOLOGIST) WILL MAKE CLASS AND PLAYGROUND OBSERVATIONS TO FOLLOW UP ON THE BULLYING COMPLAINT.
- -MRS. SMITH SAID DANIEL LOVES DRAWING, AND WHEN HE HAS GOOD DAYS, HE CAN BE VERY HELPFUL IN CLASS. SHE ALSO SAID HE IS DISRUPTIVE IN CLASS, AND MAKES IT HARD FOR THE TEACHER TO CONTINUE TEACHING.
- -RSP TEACHER AND PSYCHOLOGIST GAVE THEIR REPORTS. SINCE THERE WAS A DISCREPANCY BETWEEN WHAT HE'S CAPABLE OF DOING AND HIS PERFORMANCE, HE QUALIFIED UNDER A SPECIFIC LEARNING DISABILITY. HE WILL RECEIVE SERVICES IN READING, WRITING, AND MATH.
- -WE REVIEWED THE ACCOMMODATIONS.
- -GOALS WERE PRESENTED AND MRS. LOPEZ AGREED TO THOSE GOALS.
- -MRS. LOPEZ AGREED TO ALL PARTS OF THE IEP, AND SIGNED.
- -NOTES WERE READ BY THE INTERPRETER.
- PENDING ISSUES: PSYCHOLOGIST WILL MAKE THE OBSERVATIONS AND WILL NOTIFY MOM BY NOV. 29TH.

DILEMMA 8

-CONSENT FORMS-

- **RSP:** “MRS. LOPEZ NOW YOU CAN SIGN HERE AND THAT MEANS YOU WERE AT THIS MEETING. AND IF YOU SIGN HERE, IT MEANS YOU AGREE TO ALL PARTS OF THE IEP, AND WE CAN START GIVING DANIEL THE SERVICES TOMORROW”.
- **BOTH SIGNATURE PAGES ARE IN ENGLISH ONLY**
 - *OFTEN INTERPRETER IS ASKED TO BE THE WITNESS*

DILEMMA 9

-ABBREVIATIONS-

- **COUNSELOR:** HELLO SEÑORA GARCIA, THIS MEETING IS TO TALK ABOUT THE **GED** CLASSES THAT JUAN HAS TO TAKE TO GRADUATE FROM HALF MOON BAY HIGH SCHOOL.
- “YES, BUT THE **ELD** CLASSES COUNT FOR ELECTIVE CREDITS TOO”.
- **RSP TEACHER:** GOOD AFTERNOON MRS. LOPEZ. THANK YOU FOR COMING. THE PURPOSE OF THIS **IEP** MEETING IS TO GO OVER THE PSYCHOEDUCATIONAL REPORT, THAT IS THE INTELLIGENCE ASSESSMENT ADMINISTERED BY THE PSYCHOLOGIST AND THE ACADEMIC ASSESSMENT ADMINISTERED BY ME. AS YOU KNOW, JUAN IS NO LONGER ELIGIBLE FOR THE **SDP**. WE WILL DISCUSS ELIGIBILITY, PROPOSE GOALS FOR THE UPCOMING YEAR AND WILL MAKE ACCOMMODATIONS. BUT BEFORE WE START THE MEETING, I WOULD LIKE TO ASK YOU, MRS. LOPEZ, IF YOU HAVE ANY CONCERNS AT THIS TIME.

DILEMMA 10

-HIGH-REGISTRY (TESTING VOCABULARY)-

- **PSYCHOLOGIST:** I ASSESSED DANIEL IN **VERBAL COMPREHENSION, PERCEPTUAL REASONING, AND WORKING MEMORY**. IN THE VERBAL COMPREHENSION PART, DANIEL WAS GIVEN TWO WORDS OR CONCEPTS AND HE HAD TO SAY HOW THEY ARE SIMILAR. THEN, DANIEL HAD TO NAME OBJECTS IN PICTURES OR DEFINE SOME WORDS GIVEN TO HIM. HE WAS ABLE TO **SCORE WITHIN THE AVERAGE RANGE. PERCEPTUAL REASONING MEASURES VISUAL SPATIAL PROCESSING AND NONVERBAL PROBLEM SOLVING**. FOR EXAMPLE, DANIEL WAS SHOWN BLOCK DESIGNS AND HE HAD TO USE 4-6 BLOCKS TO CREATE THE SAME DESIGNS. THEN, HE WAS SHOWN PICTURES WITH MISSING DETAILS (EX. AN INSECT IS MISSING A LEG), AND HE HAD TO POINT TO THOSE MISSING ITEMS. HE WAS ABLE TO SCORE WITH IN THE AVERAGE IN THIS **SUBTEST**. LASTLY, DANIEL WAS ASSESSED ON WORKING MEMORY, WHICH MEASURES HIS MEMORY, ATTENTION, AUDITORY PROCESSING, CONCENTRATION, AND MENTAL CONTROL. IN THIS AREA OF THE TEST, DANIEL HAD TO RECALL A SERIES OF NUMBERS IN THE SAME ORDER THEY WERE TOLD. THEN, DANIEL HAD TO DO LETTER- **NUMBER SEQUENCING**, WHICH IS SIMILAR, BUT THIS TIME HE HAD TO RECALL A SERIES OF NUMBERS IN INCREASING ORDER AND LETTERS IN ALPHABETICAL ORDER. I WOULD SAY THIS WAS DIFFICULT FOR HIM, ALTHOUGH HE DID SCORE WITHIN THE AVERAGE, BUT HE WAS VERY CLOSE TO BEING BELOW AVERAGE. DO YOU HAVE ANY QUESTIONS ABOUT THE TESTING MRS. LOPEZ?

DILEMMA 11

- COMPLEX CONCEPTS-

RSP: “OKAY, I WILL ADD A WRITING GOAL TO HIS IEP. NOW LET’S REVIEW THE PROPOSED GOALS. THE READING GOAL IS THAT BY NOVEMBER 9TH, 2019, DANIEL WILL BE ABLE TO READ A TEXT/PASSAGE AND COMPREHEND IT AND ANSWER COMPREHENSION QUESTIONS WITH AT LEAST 90% ACCURACY, AS MEASURED BY TEACHER’S CHARTER RECORDS. HE WILL ALSO BE ABLE TO IDENTIFY THE SEQUENCE OF EVENTS IN A STORY READ ALOUD WITH 85% ACCURACY. THE MATH GOAL FOR DANIEL IS BY NOVEMBER 9TH 2019, DANIEL WILL BE ABLE TO MULTIPLY A TWO-DIGIT WHOLE NUMBER BY ONE-DIGIT NUMBER WITH 90% ACCURACY AS MEASURED BY TEACHERS CHARTED RECORDS. THE WRITING GOAL I PROPOSE IS THAT BY NOVEMBER 9TH, 2019, DANIEL WILL BE ABLE TO WRITE A STORY USING A BEGINNING, MIDDLE AND END, USING TRANSITIONS AND CORRECT CAPITALIZATION AND PUNCTUATION. MRS. LOPEZ, WHAT DO YOU THINK ABOUT THE GOALS?”



VOCABULARY

INTERPRETING FOR CHILDREN AND THEIR FAMILIES – THE IEP

ESSENTIAL VOCABULARY

- ACCOMMODATIONS
- ACT-OUT (IDIOMATIC PHRASE)
- ADAPTED (PHYSICAL EDUCATION)
- ACADEMIC PERFORMANCE INDEX – (API)
- DYSLEXIA, DYSGRAPHIA
- ESSAYS, ACADEMIC REPORTS
- LEARNING-DISABLED
- LOW-ACHIEVING STUDENT
- MAINSTREAM
- MEASURE
- MOOD-SWING
- SEVERELY EMOTIONALLY DISTURBED
- SPECIAL EDUCATION; SPECIAL DAY CLASS
- SPEECH THERAPY
- RESOURCE SPECIALIST PROGRAM
- TRUANCY

RESOURCES

INTERPRETING FOR CHILDREN AND THEIR FAMILIES – THE IEP



EXCELLENT EDUCATIONAL GLOSSARY

http://translationsunit.com/PDFS/2003_Glossary_2003.pdf

SPECIAL ED VOCABULARY

Special Education Acronyms Siglas Comunes en Inglés para la Educación Especial

| English | Acronym/Siglas | Español |
|---|-----------------|--|
| Americans with Disabilities Act | ADA | Ley para Americanos con Discapacidades |
| Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder | ADD/ADHD | Trastorno por déficit de atención/ Trastorno por déficit de atención e hiperactividad |
| Adapted Physical Education | APE | Educación Física Adaptada |
| Aphasia | APH | Afasia |
| Assistant Principal, Secondary Counseling Services | APSCS | Subdirector de Servicios de Orientación a Nivel Secundario |
| American Sign Language | ASL | Lenguaje Estadounidense de Señas |
| Assistive Technology | AT | Tecnología Auxiliar |
| Autism | AUT | Autismo |
| Behavior Support Plan | BSP | Plan para Apoyar la Conducta |

[HTTP://TRANSLATIONSUNIT.COM/PDFS/2009_SPED_GLOSSARY.PDF](http://TRANSLATIONSUNIT.COM/PDFS/2009_SPED_GLOSSARY.PDF)

CALIFORNIA DEPT. OF EDUCATION, RESOURCES FOR ENGLISH LEARNERS

The screenshot shows the California Department of Education website. At the top left is the logo with the text "California DEPARTMENT OF EDUCATION". To the right is a search bar labeled "search this site". Below the logo is a navigation menu with items: "Curriculum & Instruction", "Testing & Accountability", "Finance & Grants", "Data & Statistics", "Specialized Programs", "Learning Support", and "Professional Development". Below the menu is a breadcrumb trail: "Home / Specialized Programs / English Learners". The main heading is "English Learners". The text below reads: "There are many programs and services to help students who do not speak, read, write or understand English well as a result of English language. The overall goal of the various programs is to improve the English language skills of English Learner students, Immigrant students and provide information to their parents about services available." This is followed by a paragraph: "The California Department of Education helps to support English learner programs in California." Below this is a bulleted list: "For more information about English learner programs, contact your local school district.", "The English Learner - CalEdFacts page provides a more detailed overview of English learner programs.", and "The links and information below were developed for educators and others who are directly involved with English learner programs." There are four blue hyperlinks: "Bilingual Coordinators Network", "The CA Education for a Global Economy Initiative", "English Language Development Standards", and "English Learner Roadmap". Each link is followed by a short paragraph of text. At the bottom left is another blue hyperlink: "English-Spanish Glossary for Educational Settings". A large red watermark "HTTPS://WWW.CDE.CA.GOV/SP/EL/" is overlaid diagonally across the page. On the right side of the screenshot, there is a sidebar with a search icon, a "Trends" section, and a list of links including "English Language Development Standards" and "English Language Learners Statewide".

California DEPARTMENT OF EDUCATION

search this site

Curriculum & Instruction Testing & Accountability Finance & Grants Data & Statistics Specialized Programs Learning Support Professional Development

Home / Specialized Programs / English Learners

English Learners

There are many programs and services to help students who do not speak, read, write or understand English well as a result of English language. The overall goal of the various programs is to improve the English language skills of English Learner students, Immigrant students and provide information to their parents about services available.

The California Department of Education helps to support English learner programs in California.

- For more information about English learner programs, contact your local school district.
- The [English Learner - CalEdFacts](#) page provides a more detailed overview of English learner programs.
- The links and information below were developed for educators and others who are directly involved with English learner programs.

[Bilingual Coordinators Network](#)
Information regarding the Bilingual Coordinators Network (BCN), including meeting calendar.

[The CA Education for a Global Economy Initiative](#)
Information regarding the California Education for a Global Economy (Ed.G.E.) Initiative.

[English Language Development Standards](#)
Assembly Bill 124 (Chapter 605, Statutes of 2011) requires the State Board of Education approve standards for English language development for pupils whose primary language is a language other than English. These standards shall be comparable in rigor and specificity to the standards for English language arts adopted.

[English Learner Roadmap](#)
Guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

[English-Spanish Glossary for Educational Settings](#)

HTTPS://WWW.CDE.CA.GOV/SP/EL/

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44

40-HOUR TRAINING PROGRAM

- THE DEVRA MILLER PROGRAM
INTERPRETING IN EDUCATIONAL SETTINGS
- AVAILABLE TO SCHOOL-DISTRICTS
- INTERPRETING CONSULTANTS
 - INTERPRETINGCONSULTANTS@GMAIL.COM



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THANK YOU!

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46



Q & A

with the presenters



Gabriel Siebach, MATI,
CHI™-Spanish



Nora Goodfriend-Koven,
MPH



Announcements

- Upcoming webinars
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Intersection of Healthcare and Education Services

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Home for Trainers Interpreter Trainers Webinars Work Group
An initiative of the Standards and Training Committee
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