

IMPROVING ACCESS TO JUSTICE FOR NATIVE PEOPLES IN STATE COURTS

INDIGENOUS LANGUAGES COURT INTERPRETER TRAINING & CERTIFICATION PROGRAM

Need

- **Provide equal access to justice for Native Peoples in State Courts.**
- Diversity of languages and cultures in NM: 22 federally recognized tribes, including 19 Pueblo Indian Tribes, and the Diné, Mescalero, and Jicarilla Apache Nations.
- Linguistic Challenges:
 - Pueblo languages are not written and are not to be shared outside of their community.
 - Few Navajo speakers read/write the language.
 - No one-to-one equivalence for legal terms in target language.
- Cultural barriers.

Training Program

- **Court Interpreter Candidates**
 - **Court Interpreter Orientation:** Self-paced downloadable application or CD.
 - **Instructor-led program:** 26-week instructor-led program (online + in-person)
- **Judges**
 - **In-person training:** Presentations at annual Conclave, new Judges training, and webinars
 - **Judges Portal:** <http://nmcenterforlanguageaccess.org/cms/en/courts-agencies/judges-portal>

Certification Process

- NCSC's written examination and oral performance exams
- Different approach for Pueblo and Navajo languages based on linguistic needs

Community Outreach

- Community-driven project
- Meeting with Supreme Court and Pueblos
- Input from Navajo and Pueblo community leaders

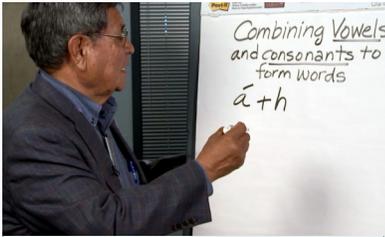
Recommendations from Navajo Team

- Practice, mentoring and shadowing ensure accurate transfer of meaning.
- The Navajo language should be developed and recorded to sustain a long-lasting foundation that will carry the Navajo need to think, speak, and be a Diné despite of changes in Western world.
- Flexibility in addressing Navajo linguistic and cultural needs enhances program efficacy.
- Navajo mission, vision, and values should be reflected and respected in policy implementation.

Lessons Learned

- Busy lives and conflicting commitments made scheduling meetings difficult.
- Flexibility and creativity in planning was essential.
- Groups worked best with specific plans, goals, and tasks and often needed guidance in developing those.
- Approaching every aspect of the project without assumptions supported openness in listening to project participants.

NATIVE LANGUAGES



The descriptive nature of Navajo and Pueblo languages posed a challenge when developing the curricula. *"From the beginning the vocabulary was a challenge: one, because we realized it wasn't going to be an easy thing to just go directly from terminologies that are used in the Court system to Native languages. On top of that, we also understood that some of these terms don't exist in our languages."*

- Dr. Christine Sims, Acoma Pueblo

"It takes about 60% longer to say something because we do have to describe it. Description means that you choose a certain aspect of a concept that captures the essence of what you are talking about. For example, in Navajo on the southern part of the Reservation, they call a coffee pot jaa'i: it means 'the one with the ear.' But over in other parts they call it daa'i: it means 'the one with the lip.' So they focus on some aspect of an object or a word or a concept and use it to identify it."

- Frank Morgan, Navajo Interpreter & Translator

Preparation and a pre-session with the judge and parties is key to assure accuracy. *"The interpreter's job is to come in ahead of time before the whole procedure starts. You have to ask the attorneys, you have to ask your judge, you have to do a little bit of fact-finding..."*

- Joanna Manygoats, Navajo Interpreter

After two years of hard work, the *Improving Access to Justice for Native Peoples in State Courts* project has been finalized. The project was funded by the State Justice Institute. Additional funding was provided by the NM Center for Language Access (a program of the NM Administrative Office of the Courts, the University of NM, and the Judicial Education Center).

The primary objective of this project was to develop a training and qualification process for court interpreters of the Navajo language and the languages of New Mexico's Pueblos which is culturally appropriate and protects the rights of tribal members as they function within the state court system.



During their first meeting, project participants from New Mexico's Pueblos, the Navajo Nation, and Alaska's Yup'ik Tribe acknowledged the challenges of developing innovative approaches to language access training for multiple Native languages – some oral and some written—especially when legal terminology is so rooted in Western culture.

As the project advanced, participants engaged in deep and useful dialogue as they grappled with issues of language access in state courts.



Work on the project was conducted by two curriculum design teams, one for Pueblo languages and one for Navajo, as well as a documentation team led by MediaDesigns, Inc. The project was managed by Paula Couselo-Findikoglu, AOC Language Access Services Senior Statewide Program Manager.



Participants agreed that programs developed during the project must be the result of community engagement, be culturally competent, define qualified interpreter competence, and recognize the value of cultural brokering.

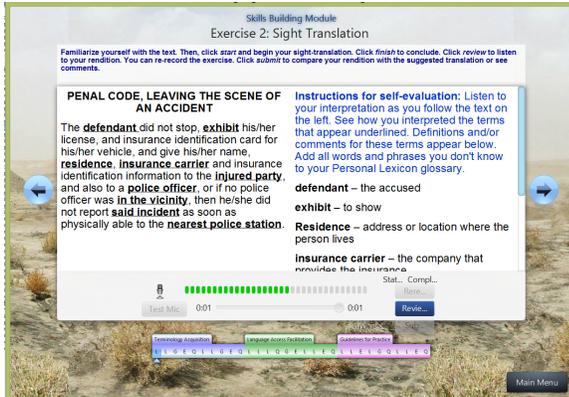
Several community engagement goals were considered central to the success of the project: engagement of communities in determining their own needs, recognition of each community's traditional context, and community involvement in evaluation of terminology and cultural appropriateness.



Culture plays a very important role in Native American communities. It shapes value, behaviors, and institutions. Culturally competent programs recognize that diversity within cultures is as important as diversity between cultures, and that communities are best served by people who are a part of or in tune with their culture.

PROJECT OUTCOMES

The project's Training and Certification Program includes several components: a self-paced court interpreter orientation suite to introduce candidates to the profession; a certification process that respects the linguistic differences of the Navajo and Pueblo languages; and a video documentary, which includes footage of the experiences, interactions, processes and outcomes of the project.



The project also includes training for judges via a judges' portal and in-person sessions. Topics include: cultural considerations that judges need to make when dealing with a defendant who speaks a native language; examples of native cultural traits that may be misinterpreted in the court; specific subjects that native peoples may find more difficult than non-natives to discuss in public; and what judges and attorneys can do to improve communication and the flow of proceedings.



Through this process, AOC and the project team learned that we have more work to do in ensuring that Native peoples speaking their own language and English-speaking court judges and personnel are able to communicate effectively and be mindful of the cultural differences that may impact communication and ultimately justice.

On September 30 of this year, leaders of NM Pueblos and AOC Language Access and Jury Services met at the Supreme Court to discuss the current efforts to improve access to assistance for Pueblo speakers in their language when involved with the state courts. Justice Edward L. Chávez, an unwavering supporter of language access, and Justice Barbara J. Vigil, NM Supreme Court Liaison to the Tribal State Consortium, welcomed participants to the Judiciary's "home." Presentations on the project's scope and relevance were followed by the introduction of the project's documentary and group discussion.



The project is committed to creating a foundation from which others can build, extending the project's work beyond the life of this grant. For that reason, we decided to create a video documentary of this important journey. The video documentary is available here: youtu.be/2rjUpFznZkQ

Although the initial project is now concluded, ongoing dialogue with members of the Navajo Nation and Pueblos will be key to its continued success: *"With this work, we are showing that we care, that we want to improve access to justice for Native Peoples in our courts. And that we want to do this with them and that we want the project to be community-driven. That it's not a project or protocols we are trying to impose but it's something we're building together."* - **Paula Couselo-Findikoglu, AOC Language Access Services**

"With this work, we are showing that we care, that we want to improve access to justice for Native Peoples in our courts. And that we want to do this with them and that we want the project to be community-driven. That it's not a project or protocols we are trying to impose but it's something we're building together."
- Paula Couselo-Findikoglu, AOC Language Access Services

Court Interpreter Self-Assessment Form

1. I am familiar with and guided by the Court Interpreter Code of Ethics.
2. I introduced myself as the interpreter.
3. I used professional and culturally appropriate ways of showing respect.
4. I asked the LEP if _____ is the language he/she speaks.
5. I had my notebook and pen in-hand.
6. I was aware of how many individuals needed interpreting services.
7. I was allowed time to meet briefly and quietly with the LEP and his/her attorney before the session.
8. I did not have private conversations with the LEP or his/her family.
9. I swore or affirmed to interpret accurately, completely, and impartially when asked by the clerk or judge.
10. I used the third person while interpreting.
11. I asked for clarification of a term and/or repetitions when needed.
12. I only interrupted when absolutely necessary.
13. I corrected the record after realizing I made an interpreting mistake.
14. During the hearing I did not answer the judge's questions about spelling of names, dates, family relationships, etc. I interpreted the questions for the LEP and interpreted the LEPs' responses.
15. I took notes.
16. I was able to hear.
17. My line of sight was appropriate; I was able to see the LEP, judge, and jury.
18. I was familiar with the courtroom layout and interpreter positioning.
19. I spoke loudly and clearly into the microphone during questioning.
20. I knew when to use all 3 modes of interpretation.
21. I was able to seamlessly switch between consecutive and simultaneous modes during the session.
22. I was able to interpret in the consecutive mode.
23. Accurately____
24. Completely____
25. Preserving the register____
26. I was familiar with the vocabulary.
27. I was able to interpret foul language.
28. I was able to interpret in the simultaneous mode.
29. Accurately____
30. Completely____
31. Preserving register____
32. I was able to keep up with the speed of the communication.
33. I implemented strategies to keep up/catch up, explain: _____.
34. I was able to perform sign-translation after reviewing the document.
35. I rendered all messages accurately and completely without adding, omitting, or substituting.
36. I replicated the register, style, and tone of the speaker.

37. I knew how to use wireless equipment.
38. I followed courthouse guidelines and protocols.
39. I was polite upon entry/during security screening.

Court Interpreter Self-Assessment Form

40. I referred program questions to the coordinator.
41. I was groomed and professionally dressed.
42. I obtained case information before entering the hearing.
43. I asked for help when needed.
44. I asked the bailiff/s where I was needed.
45. I answered judges' and attorneys' questions without overstepping my boundaries as an interpreter.
46. I refused to sight- translate long and/or complex documents.
47. I cited the code of ethics as the foundation to my concern or conflict.
48. I removed/placed myself in a way that discouraged conversation with the LEP.
49. I arrived on time or early.
50. I completed court interpreter paperwork required for billing.
51. I recorded starting and ending times accurately.
52. I billed the AOC within 30'days of my assignment.
53. I notified the court I was running late and did so before my starting time.
54. I never failed to appear for an assignment without proper notice to the court.
55. I assisted my team-interpreter colleague.
56. I supported other interpreters and constantly strive to improve my own skills.
57. I disclosed all relationships with LEP to the court no matter how brief or superficial (conflict of interest).
58. I did not use my cellphone in public.
59. I wore my badge in a way that is visible.
60. I did not make comments in public about a case.
61. I did not share case information outside the interpreting team.
62. I kept my notes confidential and destroyed when required.
63. I requested permission/to be excused before leaving the assignment.
64. I turned-in my time sheet/RFP form and kept a copy for my records.
65. I informed the coordinator of problems or violations observed.
66. I was unobtrusive yet confident, in accordance with the dignity of the court.
67. I did not ventilate personal opinions or complaints in public.
68. I seek support after a traumatic interpretation session.
69. I made sure I had sufficient time to complete the assignment before accepting.
70. I made sure I was qualified for the assignment.
71. I prepared for trial by requesting information about the case in advance.
72. I disclosed limitations with respect to particular assignments.
73. I never double- bill or overlap service or mileage fees.
74. I respond to requests promptly.
75. I maintain my contact information up-to-date.
76. I do not reject reasonable work.
77. The parties spoke in short, clear sentences and only one person at a time.
78. The judges and attorneys were looking at and speaking directly to the LEP, not the interpreter.
79. I did not imitate or make facial expressions or gestures.
80. I asked for a break when needed.
81. I switched roles with my team-interpreter at least every 45 minutes.

Court Interpreter Self-Assessment Form

82. I advised the parties that everything said will be interpreted.
83. I managed the flow of communication.
84. I maintained transparency.
85. I honored the private and personal nature of the interaction and maintained trust among all parties.
86. I did not allow personal judgments or cultural values to influence my objectivity.
87. I was respectful and acknowledged the inherent dignity of all parties.
88. I promoted LEP autonomy. For example, I applied the principles of legal information VS legal advice.
89. I alerted all parties to any significant anomaly or cultural misunderstanding.
90. I upheld boundaries and limited my role to that of an interpreter.
91. I did not share or elicit overly personal information.
92. Although I have additional roles, I adhered to all interpreting standards of practice while interpreting.
93. I uphold the public's trust in the judicial system and the interpreting profession.
94. I am honest and ethical in all business practices.
95. I understand I am accountable for my professional performance.
96. I try to attain the highest possible level of competence and service.
97. I continue to develop language and cultural knowledge and interpreting skills.
98. I seek feedback to improve my performance.
99. I welcome and assist fellow interpreters from agencies and other jurisdictions.
100. I participate in organizations and activities that contribute to the development of the interpreting profession.

SHADOWING PROGRAM- ASSESSMENT BY INTERPRETER

Participation is voluntary and no person or entity shall be compensated for taking part in this program.

County and Court in which shadowing took place:

Date/s of shadowing:

For each item identified below, circle one number on the scale that best reflects the shadow's level of quality.

| <p>-----CONFIDENTIAL-----</p> <p>Name of prospective interpreter/intern that shadowed you:</p> <p>_____</p> | Scale | | | | |
|--|------------------|------|---|---|---|
| | P o o r | Good | | | E x c e l l e n t |
| A. Attire/professional demeanor | 1 | 2 | 3 | 4 | 5 |
| B. Arrived on time or notified, if applicable | 1 | 2 | 3 | 4 | 5 |
| C. Carried notebook and pen | 1 | 2 | 3 | 4 | 5 |
| D. Followed instructions | 1 | 2 | 3 | 4 | 5 |
| E. Was respectful and courteous | 1 | 2 | 3 | 4 | 5 |
| F. Level of English | 1 | 2 | 3 | 4 | 5 |
| G. Level of Foreign language/leave blank if not your language | 1 | 2 | 3 | 4 | 5 |
| H. Knowledge of the Code of Ethics | 1 | 2 | 3 | 4 | 5 |
| I. Familiarity with interpretation modes and when to use each one | 1 | 2 | 3 | 4 | 5 |
| J. Familiarity with DE court procedures | 1 | 2 | 3 | 4 | 5 |
| K. Knows how to address judges and court staff | 1 | 2 | 3 | 4 | 5 |
| L. Familiarity with a courtroom floor plan and restricted areas | 1 | 2 | 3 | 4 | 5 |
| M. Level of Simultaneous, if assessable | 1 | 2 | 3 | 4 | 5 |
| N. Level of Consecutive, if assessable | 1 | 2 | 3 | 4 | 5 |
| O. Level of Sight translation, if assessable | 1 | 2 | 3 | 4 | 5 |
| P. Did the shadow appear interested in the experience? | 1 | 2 | 3 | 4 | 5 |
| Q. Would you be willing to have this shadow/intern shadow you again? | 1 | 2 | 3 | 4 | 5 |

Additional comments: _____

Above was completed by: (interpreter's name and date) _____

Please email a copy to jennifer.figueira@state.de.us or fax to (302)255-2217- Interpreter does not need to retain the original form.

DELAWARE COURT INTERPRETER SHADOWING PROGRAM

Introduction

Thank you for your interest in the Delaware Court Interpreter Shadowing Program. The purpose of the program is to pair new foreign-language interpreters with experienced ones in order to exchange knowledge and information. This program is a learning experience that provides a real-life interpreting environment in which participants observe judicial procedure and the interpreter's role and interaction with the court system. Students have the opportunity to develop and improve interpreting skills, learn the value of working as a team, ask questions, obtain feedback, and much more. Participation in the program is voluntary and free of charge, which means that no person is obligated to enroll in the program, no volunteer or professional interpreter shall demand payment for sharing his or her time and knowledge, and no student, interpreter, or prospective interpreter shall be charged a fee for participating.

The Court Interpreter Shadowing Program, however, requires dedication and commitment. Those interested in shadowing Delaware interpreters will need to fulfill a series of conditions, including but not limited to completing an application, meeting with the coordinator for an orientation interview, abiding by the Code of Professional Responsibilities for Court Interpreters, following all courthouse rules, recording hours of shadowing, and providing feedback. Participants in this program may end their shadowing at any time (we ask that they notify us in advance, if possible) and the Court Interpreter Program Coordinator reserves the right to reject or terminate participants from the Program at any time.

If you are interested in shadowing in the Delaware Courts, please contact the Delaware Court Interpreter Program Coordinator at: 302-255-0166 or jennifer.figueira@state.de.us.



Name:

Status: Active Interpreter/ New Hire/Intern

DELAWARE COURT INTERPRETER SHADOWING PROGRAM

RECORD OF HOURS

| <i>Date</i> | <i>County and Court</i> | <i>Hrs + min shadowed</i> | <i>Type of hearing/s</i> | <i>Name of interpreter you shadowed</i> |
|-------------|-------------------------|---------------------------|--------------------------|---|
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Estimate shadowing times to the nearest 05 minutes. Email to Jennifer.figueira@state.de.us or fax to (302) 255-2217

Notes:



Name:

Status: Active Interpreter/New Hire/Intern/Other

WEEKLY PERSONAL SHADOWING PLAN

| <i>Date</i> | <i>County and Court</i> | <i>Date/time</i> | <i>Name of interpreter to shadow</i> | <i>Type of hearing/s</i> |
|-------------|-------------------------|------------------|--------------------------------------|--------------------------|
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Shadow may ask coordinator, interpreters, schedulers, etc. to record assignments available for shadowing. This page does not need to be turned in.

Continuing Education (CE) In Oregon

The underlying assumption of Oregon Code of Professional Responsibility for Interpreters in the Oregon Courts is the court interpreter is a skilled professional, therefore, who fulfills an essential role in the administration of justice.

CODE OF PROFESSIONAL RESPONSIBILITY FOR INTERPRETERS IN THE OREGON COURTS:

Canon 11 PROFESSIONAL DEVELOPMENT:

“Interpreters shall continually improve their skills and knowledge and advance the profession through activities such as professional training and education and interaction with colleagues and specialists in related fields.”

POLICY & PURPOSE:

Policy: “State Court Administrator Policies for the Oregon Judicial Department’s Oregon Certified Court Interpreter Program” fulfills the purpose to carry out statutory requirements and to provide interpreters, courts, and interested persons information on:

- **Ethical Requirements** of all interpreters working in Oregon Courts;
- The Oregon Certified Court Interpreter Program;
- Certified Interpreter **Renewal Requirements**; and
- **Continuing Education Requirements** for Oregon Certified Court Interpreters.

POLICY DEFINITIONS:

| | |
|---|---|
| Continuing Education (CE) | A specific activity offered after becoming certified that enhances the individual’s ability to perform services as an interpreter, is relevant to the work of the courts, and meets established criteria. |
| Continuing Education Units/ Credits | Credits awarded for hours of participation in approved educational programs to meet the requirements of the <i>Code of Professional Responsibility for Interpreters in Oregon Courts</i> and for credential renewal purposes. |
| Education | A specific activity that enhances the individual’s knowledge, skills, and abilities, and meets established criteria. |
| Ethics-Specific Continuing Education | Educational activities related to appropriate court interpreter Ethics or court interpreter protocol based on the Code of Professional Responsibility for Interpreters. |
| General Continuing Education | An educational activity that meets criteria demonstrating the development of knowledge, skills and abilities in interpreting and topics related to the criminal and civil justice system to meet renewal requirements. |

Independent Study A preapproved non-instructor–led educational activity for interpreters of languages other-than-Spanish that meets criteria demonstrating the development of interpreting knowledge, skills, and abilities to meet credential renewal requirements.

Language Specific CE An educational activity presented in the language specific to the credential, which meets criteria demonstrating the development of knowledge, skills, and abilities. Programs presented in the language specific to the credential, which include methodology for improving skills in the three modes of interpreting, translation methodology and technology and topics related to the criminal and civil justice system.

CEs must meet all of these 3 criteria

- The subject matter is relevant to court interpreting, the work of the courts or the judicial branch;
- The education is at least 50 minutes in length; and
- Anticipated learning outcomes are identified before the activity.

AND Must meet at least 2 of the these 5 criteria

- The learning environment is educationally sound
- The participant has access to all materials
- The participant has an opportunity to practice the new skill/information
- The participant has the ability to interact with faculty
- As assessment tool or activity enables the participant to determine whether the skills, abilities, or knowledge gained through the education can be used in the future

Responsibility for CE fulfillment: Interpreters are responsible to keep abreast of local, regional, and nationwide continuing education event in order to meet credential requirements.

OREGON CONTINUING EDUCATION REQUIREMENTS (among other requirements for Renewal)

Spoken Languages Certified – 25 total credits every 3 years:

- 10 Language Specific
- 5 Ethics Specific (Added in 2012)
- Remaining 10 can be general, language specific, ethics, or a combination of all 3

Note: 1999-2004 Types of Credits were:

- 10 language specific, (1 CE credit for 1 contact hours)
- general related to law, (1 CE for 2 contact hours)
- professionalism and general business management (1 CE credit for 3 contact hours)

ASL Certified (Added in 2012) – 5 total credits every 3 years:

- All 5 must be Ethics Specific

Registered (Added in 2012) – 10 total credits every 3 years:

- 5 Ethics Specific
- Remaining 5 credits can be general, language specific, ethics or a combination of all 3

Calculation of credits

- 50 to 60 minutes of contact = 1 CE Credit/ Unit

Managing Continuing Education Credits

Because Oregon has CE requirements, and because we have funding to do so, Oregon has 1 Staff who oversees the delivery of about 32 CE units per year (and 48 non-credit educational activities-orientations, mock exams, oral exam prep, courthouse observation tours, etc.).

CE credit management for individual interpreters is done through an Access Database. We also have implemented an online application process for non-OJD continuing education approval requests, and an online registration process for all OJD continuing education events.

Search

 Ethical Scenarios Through the Eyes of a Staff Interpreter
 Ethical Scenarios Through the Eyes of a Staff Interpreter RECORD
Canon 8 Scope of Practice: Yes you can! No you can't!

Course Location
 Credits Notes
 Date CE/Date CI Apprvl Fee
 St Date Payment Date
 End Date
 Appvd Date

| Contact ID | Reg Date | CE ID | Credits Available | pDate | Form of Pmt | Amount |
|------------|-----------|----------------------------------|-------------------|-------|--------------------|--------|
| Abou-Zaki | 3/27/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Adams | 3/1/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Allyn | 3/27/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Amstutz | 3/24/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Anda | 3/24/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Andrade | 2/23/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | OJD Employee - N/A | |
| Arce | 3/8/2017 | Canon 8 Scope of Practice: Yes y | 0.2 RID | | Credit Card | |
| Aslanian | 3/19/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Barrand | 3/27/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Burton | 3/23/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Chan | 3/27/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |
| Collins | 3/6/2017 | Canon 8 Scope of Practice: Yes y | 2 Ethics | | Credit Card | |

Interpreter Name Expiration Date

| CE Date | CE ID | Attended | Ethics Credits | Language Credits | General Credits |
|------------|--|-------------------|----------------|------------------|-----------------|
| 6/12/2015 | Ethics L-I-V-E 2015 | Yes Yes Yes | 2 | | |
| 6/13/2015 | Sex Crimes and Trafficking | Yes | | | 6 |
| 11/14/2015 | Idioms and Specialized Legal Terms for LOTS Interpreters | | | 4 | |
| 11/21/2015 | Accent Modification: Vowels, Consonants, Intonation | | | | 3 |

Questions? Contact Michaelle Gearheart, Certification and Training Coordinator
 Phone (503) 731-3283; email: michaelle.m.gearheart@ojd.state.or.us

Continuing Education Events Sponsored by OJD

June 2015 - Present

| Course | Credits |
|--|---|
| Criminal Street Gangs and Awareness - East County Gant Enforcement Team | 2 General |
| Consecutive Interpretation Workshop - Virginia Valencia | 6 General or Language Specific Depending on Language Pair |
| Performing from the Stand: Guns, Drugs and Stash Houses - Melinda Gonzalez-Hibner | 6 Language Specific |
| Ethics Panel "When Saying More is Better!" OJD Staff, Melinda Gonzalez-Hiber, Virginia Valencia | 2 Ethics |
| Canon 8 Scope of Practice: Yes you can! No you can't! OJD Staff | 2 Ethics |
| Oregon Interpreting for Victims of Domestic Violence and Sexual Assault Cases - Amber Hodson, Isable Frammer | 12 General |
| Linguistic and Cultural Barriers When Interpreting To and From Mexico's Indigenous Languages - Dr. Georganne Weller | 6 Language Specific |
| All the Tools in Your Tool Box - OJD Staff | 2 Ethics |
| Note Taking for Legal Interpreters - Katharine Allen | 4 General |
| Advanced Skills Development for Spanish Court Interpreters - Joshua Elliott | 6 Language Specific |
| Expert Witness Testimony - Dr. Linda Grounds, Judge Pro Tem Connie Isgro, Kathy Shumate, Dr. Cathy Miles | 6 General |
| Ethics L-I-V-E 2016 - OJD Staff, Joshua Elliott | 2 Ethics |
| Deaf and Hearing Teams in the Legal Setting - OJD Staff | 0.2 RID |
| 2016 Indigenous Interpreter Training - OJD Staff | 5 Hours |
| Team Interpreting...Blessing or Burden? - OJD Staff | 2 Ethics |
| Idioms and Specialized Legal Terms for LOTS Interpreters - OJD Staff | 4 Language Specific |
| English<Spanish Criminal Law Terminology: Latin-American Reforms (Oregon) - Sandro Tomasi | 6 Language Specific |
| The Neuroscience of Decision Making - Kimberly Papillon | 3 Ethics |
| Advanced Skill Building for Spanish Interpreters - Holly Mikkelson | 6 Language Specific |
| Refining Consecutive Interpreting Skills: Deliberate Practice for Individual and Teamed Work - Amanda Smith | 6 General |
| Preparing for Certification Exams - Holly Mikkelson | 6 General or 6 non-credit hours |
| Sex Crimes and Trafficking - Judge Nan Waller, Amber Hodson, Assistant United States Attorney Hannah Horsley, Assistant United States Attorney Jennifer Martin | 6 General |

Continuing Education Units Offered by OJD Certification and Training in 2017

I. Non-Conference Continuing Education Units by month:

- January: 12 Non-Credit Units Orientation (2 days, 6 units/day)
- January: 1 Non-Credit Units (SJI Scholarship) Oral Exam Prep
- January: 6 Non-Credit Units GO Tours
- February: 6 Non-Credit Units Written Exam Prep
- March: 2 Ethics Units
- April: 6 Non-Credit Units Oral Exam Prep
- June: 5 Non-Credit Units Ethics Orientation
- August: 1 Non-Credit Units Mock Exam
- September: 2 Ethics Units
- October: 3 Non-Credit Units GO Tour
- October: 6 Language Specific Credits
- November: 4 Language Neutral Credits
- November: 3 Non-Credit Units GO Tour
- December: 5 Non-Credit Units Ethics Orientation

**Total Units: 14 Credit Units (4 Ethics, 4 Language Neutral, 6 Language Specific)
48 Non-Credit Units
62 Total Units**

II. Court Interpreter Training Conference Continuing Education Units

- 2 ethics credits
- 10 language neutral
- 6 language specific (Spanish)

**Total Units: 18 Credit Units (2 Ethics, 10 Language Neutral, 6 Language Specific)
18 Total Units**

III. Total Continuing Education Units Offered in 2017:

**32 Credit Units (6 Ethics, 14 Language Neutral, 12 Language Specific)
48 Non-Credit Units
80 Total Units**

2017 CLAC CONFERENCE EXPRESS LESSON MENTORSHIPS FOR INTERPRETERS – WHY AND HOW?

BENEFITS OF MENTORSHIPS FOR THE JUDICIARY:

- ❖ *Attract and nurture people who show interest in the court interpreting profession*
- ❖ *Provide aspiring interpreters with important training and experience*
- ❖ *Develop a larger and stringer pool of applicants for staff positions*
- ❖ *Everyone wins (i.e. interpreter, Court, LEP court user, community stakeholders)*

BENEFITS OF MENTORSHIPS FOR THE INTERNS:

- ❖ *Gain valuable work experiences and professional perspective*
- ❖ *Clear view as to what the job will entail*
- ❖ *Build valuable relationships and support system with professional court interpreters*
- ❖ *Receive academic credit*

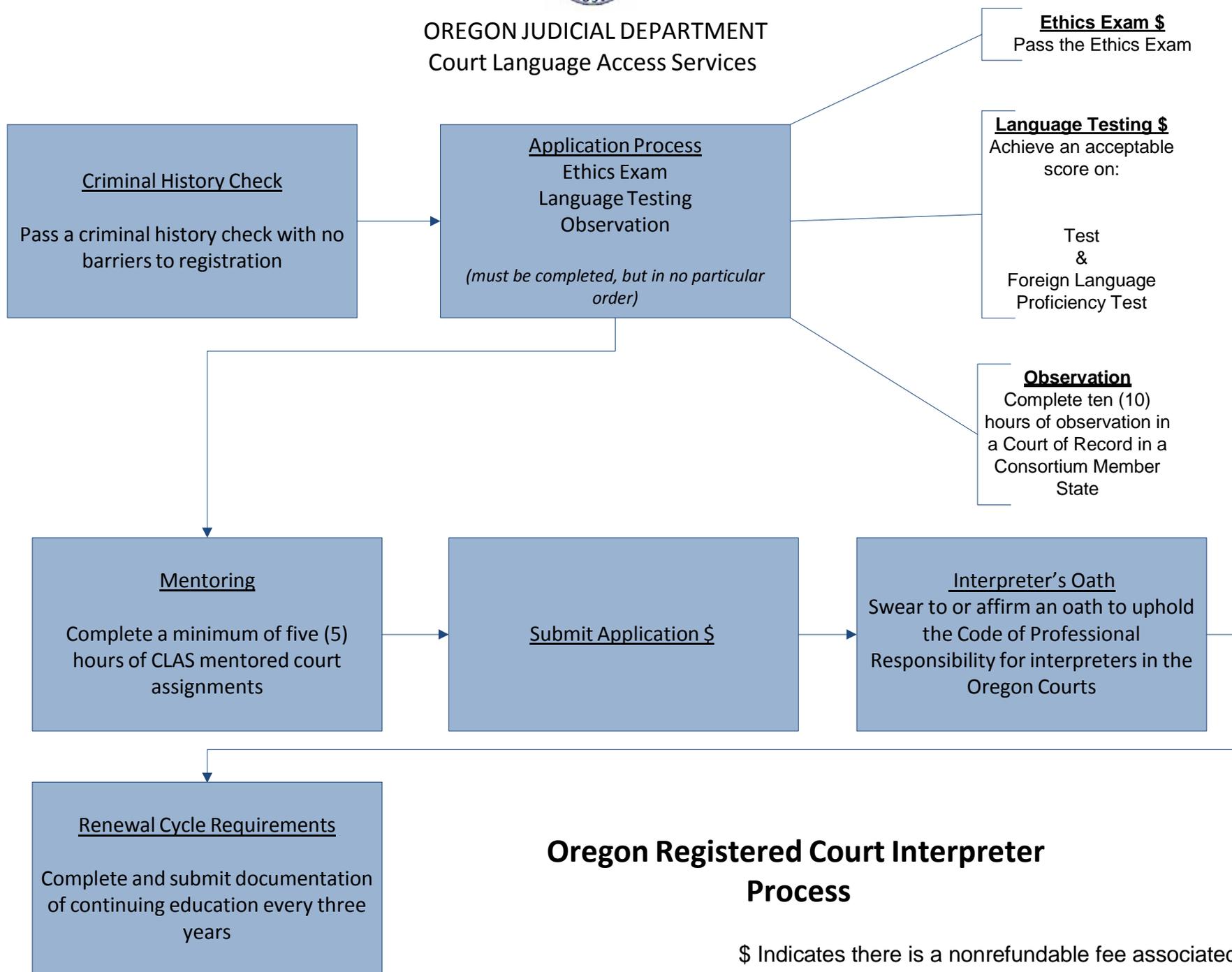
Interpreter Mentorship Programs

| State | Program |
|---------------------------------|---|
| New Jersey/ Brenda Carrasquillo | <ul style="list-style-type: none"> • New Jersey has a Court Interpreter Internship Program, established since 2007. • Interns are mentored by a Master Court Interpreter who has completed the AOC's orientation program and has been approved by the vicinage to work with interns. • Interns will be asked to identify skill areas they would like to enhance. • Mentors will identify skill development needs and areas of knowledge to strengthen. • Mentor and intern will collaboratively define the scope, nature, and duration of the internship and prepare a mutually agreed-upon learning contract (consistent with the school's expectations if intern is as student). • Mentor will give on-site support, provided resources and be the intern's primary contact. • At the conclusion of the internship, mentor will prepare and final report and a copy of the report will be filed with the Language Services Sections. |

| | |
|-----------------------------|--|
| Oregon/ Kelly Mills | <ul style="list-style-type: none"> • Oregon has a "mentoring" program for non-certified language interpreters. • Registered credential: Five hours of mentoring required. SEE ATTACHMENT 1 • Required Mentoring: Designated by Language Access managers when it is determined that mentoring will improve interpreting quality, develop the interpreting skills of less experienced interpreters, and /or help pace complex hearings. • Five staff interpreters and a few language access staff at various courthouses act as mentors, as needed. • Schedulers review interpreter's chart and indicate on calendar if mentor is needed for that hearing. SEE ATTACHMENT 2 • Language Access manager assigns mentor accordingly. • Once mentor assignment is completed, mentor contacts Interpreter Analyst to debrief. • Mentor then fills out and submits mentor report to database for Interpreter Analyst to review. SEE ATTACHMENT 3 |
| Delaware/ Jennifer Figueira | <ul style="list-style-type: none"> • Provides Shadowing Program for new and perspective interpreters. • Interested parties are required to but not limited to: <ul style="list-style-type: none"> ➤ submitting an application ➤ orientation interview ➤ abiding with Code of Professional Responsibilities for Court Interpreters ➤ following courthouse rules ➤ recording shadowing hours ➤ providing feedback <p>SEE ATTACHMENT 4 & 5</p> |
| Nebraska/ Jennifer Verhein | <p>As of June 2016:</p> <ul style="list-style-type: none"> • No formal mentoring program but Staff Interpreter Coordinators do mentor interpreters by observation and offering strategies to improve their skills. • Currently compiling a skills building library to make resources available to interpreters. • Beginning to explore development of an interpreter internship program, whereby bilingual degree-seeking college students shadow certified court interpreters over the course of an academic semester and attend 2-day court interpreter orientation workshop. |
| Arkansas/ Jessica Bowen | <p>As of June 2016:</p> <ul style="list-style-type: none"> • Candidates for court interpreter certification are observed by an AOC staff interpreter. • AOC staff interpreter provides candidate with interpreting techniques and vocabulary to improve skills. • AOC staff offers guidance on courtroom protocol and ethics. • AOC staff provides written progress report to both the candidate and the AOC Off of Court Interpreter Services (OCIS). |



OREGON JUDICIAL DEPARTMENT
Court Language Access Services



**Oregon Registered Court Interpreter
Process**

\$ Indicates there is a nonrefundable fee associated with that step

Mentor Report

| | |
|-------------------|-----------------------|
| Mentor | |
| Interpreter | |
| Language | Select Language ▼ |
| Date | |
| County | Select County ▼ |
| Nature of hearing | Select Hearing Type ▼ |
| Nature of charges | Select Charges ▼ |

| | |
|-------------------|--|
| Interpreting time | |
| Mentoring time | |
| Down time | |

Punctuality

| | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | On-time |
| <input type="checkbox"/> | less than 10 minutes late |
| <input type="checkbox"/> | over 10 minutes late |

Did the interpreter face any of these particular challenges on assignment?

| | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Interpreting environment |
| <input type="checkbox"/> | Lots of testimony, multiple witnesses |
| <input type="checkbox"/> | Complex Subject Matter |
| <input type="checkbox"/> | Heavy or low volume |
| <input type="checkbox"/> | Emotionally difficult subject matter |
| <input type="checkbox"/> | Video or audio |

INTERPRETING OBSERVATIONS

If any apply, please mark those that you observed of the interpreter on the assignment.

| None | A little | Some | A lot | |
|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreted simultaneously |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreted consecutively |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sight interpreted |

Mentor Activity Summary

| | |
|--|--|
| <input type="checkbox"/> | I checked in with the court and discussed the mentor's role and the expected level of participation from the mentor. |
| I reviewed the following subjects with the interpreter: | |
| <input type="checkbox"/> | Accuracy & Completeness. |
| <input type="checkbox"/> | Scope of Practice. |
| <input type="checkbox"/> | Impediments. |
| <input type="checkbox"/> | Described what the mentor's role will be before, during, and after the hearing. |
| <input type="checkbox"/> | The Code of Professional Responsibility for Interpreters in the Oregon Courts. |
| <input type="checkbox"/> | Described establishing communication with the LEP parties and modeled if necessary. |
| <input type="checkbox"/> | I clearly indicated what modes of protocol and ethics needed improvement. |
| <input type="checkbox"/> | 1 st and 3 rd person interpreting. |
| <input type="checkbox"/> | Neutrality and disclosure, if needed. |

| Business Operations Checklist | |
|--|--|
| <input type="checkbox"/> | I provided information about the Certified and/or Registered credential requirements. |
| <input type="checkbox"/> | I referred the interpreter to the CIS website and provided contact information. |
| <input type="checkbox"/> | I asked if there were questions about completing the billing form and followed through. |
| <input type="checkbox"/> | I provided the interpreter with a LEADS form and collected completed form on the spot. |
| <input type="checkbox"/> | I explained the availability of training videos. |
| Study & Practice Techniques | |
| <input type="checkbox"/> | Court observation for: familiarity, case flow, vocabulary development. |
| <input type="checkbox"/> | Modeled using the 3 rd person to refer to self (interruptions and asking for repetitions). |
| <input type="checkbox"/> | Study materials, including <i>The Interpreter's Edge</i> , Consortium Practice Kits, and resources on the CIS website. |
| <input type="checkbox"/> | Advised on potential shadowing exercises in self study (recordings, movies, television, radio, other). |
| <input type="checkbox"/> | Vocabulary development techniques. |
| <input type="checkbox"/> | Note-taking skills development. |
| <input type="checkbox"/> | Other. |

TRAINING VIDEOS

| | |
|--------------------------|---|
| <input type="checkbox"/> | The interpreter watched the following video(s) during their down time: |
| <input type="checkbox"/> | Interpreters: Their Impact On Legal Proceedings. |
| <input type="checkbox"/> | Understanding the Courts: Anatomy of a Criminal / Civil Case. |
| <input type="checkbox"/> | Supreme Court of Ohio: The Role of Interpreters in the Legal System. |
| <input type="checkbox"/> | The Federal Judicial Center: Taking the Interpreter's Oath to Heart. |
| <input type="checkbox"/> | ACEBO: The Interpreter's Code of Ethics. |
| <input type="checkbox"/> | ACEBO: Consecutive. |
| <input type="checkbox"/> | ACEBO: Criminal Procedure. |

Recommendations

| | |
|---|--|
| Which one or two of these best matches your impressions of working with this interpreter as a mentor? | |
| <input type="checkbox"/> | Works enthusiastically with mentor, seeks feedback, understood and seems likely to incorporate the concepts. |
| <input type="checkbox"/> | Works cooperatively with mentor, amenable to feedback, appeared to understand the concepts. |
| <input type="checkbox"/> | Struggled with some of the concepts but was receptive. |
| <input type="checkbox"/> | Unwilling to review performance, concepts, or accept feedback. |
| Based on observation, feedback provided and interaction with the interpreter during the mentor assignment, I recommend continued mentoring for | |
| <input type="checkbox"/> | Non-violation hearings. |
| <input type="checkbox"/> | High level/complex hearings. |
| <input type="checkbox"/> | All hearings. |
| <input type="checkbox"/> | Continued mentoring is not needed. |

SHADOWING PROGRAM- ASSESSMENT BY INTERPRETER

Participation is voluntary and no person or entity shall be compensated for taking part in this program.

| |
|---|
| County and Court in which shadowing took place: |
| Date/s of shadowing: |

For each item identified below, circle one number on the scale that best reflects the shadow's level of quality.

| <p>-----CONFIDENTIAL-----</p> <p>Name of prospective interpreter/intern that shadowed you:</p> <p>_____</p> | Scale | | | | |
|--|----------------------------|-------------|---|---|--|
| | P o o r | Good | | | E x c e l l e n t |
| A. Attire/professional demeanor | 1 | 2 | 3 | 4 | 5 |
| B. Arrived on time or notified, if applicable | 1 | 2 | 3 | 4 | 5 |
| C. Carried notebook and pen | 1 | 2 | 3 | 4 | 5 |
| D. Followed instructions | 1 | 2 | 3 | 4 | 5 |
| E. Was respectful and courteous | 1 | 2 | 3 | 4 | 5 |
| F. Level of English | 1 | 2 | 3 | 4 | 5 |
| G. Level of Foreign language/leave blank if not your language | 1 | 2 | 3 | 4 | 5 |
| H. Knowledge of the Code of Ethics | 1 | 2 | 3 | 4 | 5 |
| I. Familiarity with interpretation modes and when to use each one | 1 | 2 | 3 | 4 | 5 |
| J. Familiarity with DE court procedures | 1 | 2 | 3 | 4 | 5 |
| K. Knows how to address judges and court staff | 1 | 2 | 3 | 4 | 5 |
| L. Familiarity with a courtroom floor plan and restricted areas | 1 | 2 | 3 | 4 | 5 |
| M. Level of Simultaneous, if assessable | 1 | 2 | 3 | 4 | 5 |
| N. Level of Consecutive, if assessable | 1 | 2 | 3 | 4 | 5 |
| O. Level of Sight translation, if assessable | 1 | 2 | 3 | 4 | 5 |
| P. Did the shadow appear interested in the experience? | 1 | 2 | 3 | 4 | 5 |
| Q. Would you be willing to have this shadow/intern shadow you again? | 1 | 2 | 3 | 4 | 5 |

Additional comments: _____

Above was completed by: (interpreter's name and date) _____

Please email a copy to jennifer.figueira@state.de.us or fax to (302)255-2217- Interpreter does not need to retain the original form.



Name:

Status: Active Interpreter/New Hire/Intern/Other

WEEKLY PERSONAL SHADOWING PLAN

| <i>Date</i> | <i>County and Court</i> | <i>Date/time</i> | <i>Name of interpreter to shadow</i> | <i>Type of hearing/s</i> |
|-------------|-------------------------|------------------|--------------------------------------|--------------------------|
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Shadow may ask coordinator, interpreters, schedulers, etc. to record assignments available for shadowing. This page does not need to be turned in.

Illinois Oral Certification Exam Online Preparation Course
Tentative Dates: 03/21/17 - 06/06/2017

Instructors:

Joshua C. Elliott, M.A., USCCI, CHI

Kelly Varguez, M.Ed., USCCI

Yvette Citizen, M.Ed, USCCI, CHI

Class Designations:

State Mentorship Spanish – SMS

State Mentorship Language Neutral – SMLN

Federal Mentorship Spanish - FMS

TENTATIVE SCHEDULE OF CLASSES

1. Tuesday, 03/21/2017 – 6:30 PM CDT – 8:30 PM CDT
 - **SMS & SMLN (Combined Group): Kelly & Yvette**
 - i. Introductions, Goals, Overview/Structure of the Course
 - ii. Expectations
 1. Practice, Homework, & Study Methodologies
 2. Recording Yourself
 - iii. Technical Difficulties
 1. What to do in case of technical difficulties
 - iv. Reading Assignments
 - v. Homework for Week 2
 - **FMS: Joshua**
 - i. Introductions, Goals, Overview/Structure of the Course
 - ii. Exam Overview
 - iii. Expectations & Study Techniques
 - iv. Developing a Game Plan
 - v. Homework for Week 2

2. Tuesday, 03/28/2017 – 6:30 PM CDT– 8:30 PM CDT
 - **SMS: Joshua**
 - i. Group Discussion and Review of Homework
 - ii. Initial Evaluations
 - iii. Presentation – Mechanics of the Oral Certification Exam
 - **SMLN: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Initial Evaluations
 - iii. Presentation – Mechanics of the Oral Certification Exam

Federal/State Mentorship – Master Schedule 2

- **FMS: Yvette**
 - i. Group Discussion and Review of Homework
 - ii. Practice Exam 1 – Drugs/Drug Trafficking
 - iii. Review Practice Exam 1
3. Tuesday, 04/04/2017 – 6:30 PM CDT– 8:30 PM CDT
- **SMS: Yvette**
 - i. Group Discussion and Review of Homework
 - ii. Presentation – Introduction to the 3 Modes of Court Interpreting
 - **SMLN: Joshua**
 - i. Group Discussion and Review of Homework
 - ii. Presentation – Introduction to the 3 Modes of Court Interpreting
 - **FMS: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Practice Exam 2 – DNA/Fiber analysis/Serology
 - iii. Review Practice Exam 2
4. Tuesday, 04/11/2017 – 6:30 PM CDT– 8:30 PM CDT
- **SMS: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Presentation – Memory Retention and Consecutive Note-Taking
 - iii. Homework
 - **SMLN: Yvette**
 - i. Group Discussion and Review of Homework
 - ii. Presentation – Memory Retention and Consecutive Note-Taking
 - iii. Homework
 - **FMS: Joshua**
 - i. Group Discussion and Review of first two practice exams.
 - ii. Homework - Practice Exam 3 (Money Laundering/Fraud)
 - iii. Review Practice Exam 3
5. Tuesday, 04/18/2017 – 6:30 PM CDT– 8:30 PM CDT
- **SMS: Joshua**
 - i. Group Discussion and Review of Homework
 - ii. Presentation - Legal Procedure, Concepts, and Terminology
 - iii. Homework
 - **SMLN: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Presentation - Legal Procedure, Concepts, and Terminology
 - iii. Homework
 - **FMS: Yvette**
 - i. Review Practice Exam 3 (Money Laundering/Fraud)

- i. Group Discussion and Review of Homework
 - ii. Presentation – Introduction to Firearms
 - iii. Homework
 - **SMLN: Joshua**
 - i. Group Discussion and Review of Homework
 - ii. Presentation – Introduction to Firearms
 - iii. Homework
 - **FMS: Kelly**
 - i. Review of Practice Exam 7 (Cybercrime/Cellphones/Child Porn)
 - ii. Homework – Practice Exam 8 (Immigration/Alien Smuggling)
- 10. Tuesday, 05/23/2017 – 6:30 PM CDT– 8:30 PM CDT
 - **SMS: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Skills Building – Slang and Taboo Expressions
 - iii. Homework
 - **SMLN: Yvette**
 - i. Group Discussion and Review of Homework
 - ii. Skills Building – Slang and Taboo Expressions
 - iii. Homework
 - **FMS: Joshua**
 - i. Review Practice Exam 8 (Immigration/Alien Smuggling)
 - ii. Homework – Practice Exam 9 (Slang/Taboo/Idiomatic Expressions)
- 11. Tuesday, 05/30/2017 – 6:30 PM CDT– 8:30 PM CDT
 - **SMS: Joshua**
 - i. Group Discussion and Review of Homework
 - ii. Instructor’s Choice – Skills Building and Practice
 - iii. Presentation – Tips for Success on the Oral Certification Exam
 - iv. Homework and Preparation for Final Evaluations
 - 1. Review Mechanics of the Oral Certification Exam
 - **SMLN: Kelly**
 - i. Group Discussion and Review of Homework
 - ii. Instructor’s Choice – Skills Building and Practice
 - iii. Presentation – Tips for Success on the Oral Certification Exam
 - iv. Homework and Preparation for Final Evaluations
 - 1. Review Mechanics of the Oral Certification Exam
 - **FMS: Yvette**
 - i. Review Practice Exam 9 (Slang/Taboo/Idiomatic Expressions)
 - ii. Homework – Review of all previous practice exams.
 - iii. Ask group what would be most beneficial at this point.
 - iv. Come to next class prepared to practice.
 - v. Instructor’s Choice – Skills Building and Practice
 - 1. Mixed Bag/Tying Up Loose Ends

12. Tuesday, 06/06/2017 – 6:30 PM CDT– 9:00 PM CDT

- **SMS: Yvette**
 - i. Mock Certification Exam
 - 1. Take the exam.
 - 2. Grade the exam.
 - ii. Next Steps
 - 1. Discussion of Ongoing Study and Preparation
- **SMLN: Joshua**
 - i. Mock Certification Exam
 - 1. Take the exam.
 - 2. Grade the exam.
 - ii. Next Steps
 - 1. Discussion of Ongoing Study and Preparation
- **FMS: Kelly**
 - i. Instructor’s Choice – Practice like the devil!
 - ii. From Now Until the Exam – So What Happens Next?
 - iii. Tips for Success

13. Tuesday, 6/13/2017 – 6:30 PM CDT – 9:00 PM CDT – **OPTIONAL**

- FMS: Joshua & Kelly
 - i. Instructor’s Choice
 - ii. Tips for Success
 - iii. Final Thoughts and Next Steps

Online Prep Courses for the State and Federal Court Interpreter Oral Examination – Spanish and Language Neutral

Join the experienced team of interpreter trainers Joshua Elliott, Kelly Varguez, and Yvette Citizen for an intensive online skills building opportunity! We are offering three online courses:

1. Preparation for the Federal Court Interpreter Certification Examination (FCICE—Spanish/English). Limited to 15 people.
2. Preparation for the state Court Interpreter Oral Examination (Spanish/English).
3. A language neutral preparation course for state court interpreters.

The three courses will be offered every Tuesday evening at 7:30 p.m. EST from March 21st – June 6th. Participants will receive a link in their email each week, which will take them to their GoToMeeting virtual classroom. The instructors will rotate among the courses to allow participants the full benefit of varied pedagogical styles and experiences. Over the course of twelve weeks candidates will acquire the critical techniques and skills to prepare them for certification exams and expand their interpreting abilities through a series of general lectures, intensive practice, and personalized feedback. The course syllabus includes the following:

1. Mock exams.
2. The three modes of interpreting
3. Test-taking strategies
4. The development of effective practice techniques
5. Legal terminology
6. Firearms and ballistic fingerprinting
7. Common grammatical pitfalls
8. Drug terminology
9. Slang and idiomatic speech
10. Vulgarities and curse words

How much? The FCICE Prep course is \$600 and the state and language neutral prep courses are \$400 each.

Registration deadline: Participants must be registered and have paid in full by March 14th, 2017.

Cancellation fee: No cancellation fee if cancellation occurs before the registration deadline of March 14th. For cancellations occurring after March 14th, there is a cancellation fee of \$200 for the FCICE prep course and \$150 for the state and language neutral prep courses. .

Next Steps? See the following page for instructor contact information. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josweejce@yahoo.com; Kelly Varguez, kelly@olanguagesolutions.com or got to www.bilingualcitizen.com

For information. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josweejce@yahoo.com; Kelly Varguez, kelly@olanguagesolutions.com.

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Next Steps? See the following [page](#) for instructor contact information. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josweeje@yahoo.com; Kelly Varguez, kelly@olanguagesolutions.com.

ABOUT THE INSTRUCTORS



Joshua Elliott is a federally and state certified court interpreter who holds a Bachelor of Arts Degree in Spanish from Murray State University and a Master of Arts Degree in Spanish from the University of Louisville. He is also a certified healthcare interpreter, having received his certification to interpret in medical settings from the Certification Commission for Healthcare Interpreters. After serving a stint in the United States Border Patrol in Southern California, Joshua joined Humana Insurance Company, where he spent several years working with Humana's Spanish-speaking clientele in a variety of capacities. Joshua has over nine years of experience as a staff interpreter in the state of Kentucky, and he is now Manager of the Kentucky AOC Office of Language Access. Joshua has done extensive work as an interpreter trainer, routinely presenting topics of interest to aspiring and advanced interpreters alike in venues across the nation. He is also a core faculty member of the Agnese Haury Institute for Interpretation in Tucson, AZ, a program from which he graduated in 2009. Lastly, Joshua was fortunate enough to marry the love of his life, and he and his wife have been blessed with 2 beautiful sons and a precious little girl.

Questions for Joshua? Feel free to e-mail Joshua directly at josweejce@yahoo.com.



Kelly Varguez is a state and federal court certified Spanish interpreter who hails from the U.S. heartland. She holds a Bachelor of Arts Degree in Spanish and ESL Education from the University of Nebraska - Kearney (2001) and a Master of Education Degree from Doane College (2007). Like so many of her colleagues, Kelly began her interpreting career as an on-call medical interpreter and soon found herself working toward court certification. She became certified to interpret in the Nebraska courts in 2009; the Iowa courts a short time later; and the federal courts in 2013. An inquisitive person by nature, Kelly gravitates toward activities that teach her something new. Currently, she divides her time between her various teaching endeavors, designing online resources for interpreters at www.minimalpair.com and www.myinterpretingcoach.com, and working as a freelance interpreter and translator in the Omaha area. If you can't find her there, she is probably swinging in a hammock while visiting with family in Mexico's lovely Yucatán Peninsula.

Questions for Kelly? Feel free to e-mail Kelly directly at kelly@olanguagesolutions.com.



Yvette Citizen is a Federally Certified Court Interpreter as well as a Certified Health Care Interpreter™ who holds a Master's degree in Bilingual and Multicultural Education. In the year 2000, Yvette joined the faculty in the Translation and Interpretation Department at the University of Veracruz in Mexico. She then served as a staff interpreter for the U. S. District Court in Tucson for 7 years, from 2003 to 2010. Yvette is currently a freelance translator and interpreter and works for numerous clients in legal, medical, conference, and educational arenas. She has developed training curriculum and has also taught a large number of aspiring and practicing interpreters. Yvette has been a faculty member of the University of Arizona's Agnese Haury Institute for over 12 years, and thoroughly enjoys transmitting her knowledge of interpreting skills to others. She is currently the owner of Bilingual Citizen, LLC. You can check out her website at www.bilingualcitizen.com

Questions for Yvette? Feel free to e-mail Yvette directly at bilingualcitizen@gmail.com

LANGUAGE NEUTRAL – INTENSIVE ONLINE COURSE ON COURT INTERPRETING

This course will be offered every Tuesday evening from 7:30 – 9:30 p.m. EST from March 21st – June 6th. Participants will receive a link in their email each week, which will take them to their virtual classroom. This twelve-week course will include intensive practice in the three modes of interpreting and multiple lectures on pertinent topics including legal terminology, firearms, drugs, slang and idiomatic speech, among other subjects.

COST: \$400. REGISTRATION DEADLINE: MARCH 14, 2017. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josomee@yaho.com; Kelly Varguez, kelly@olanguagesolutions.com. Or visit www.bilingualcitizen.com

Prepare for the Federal Court Interpreter Oral Examination!

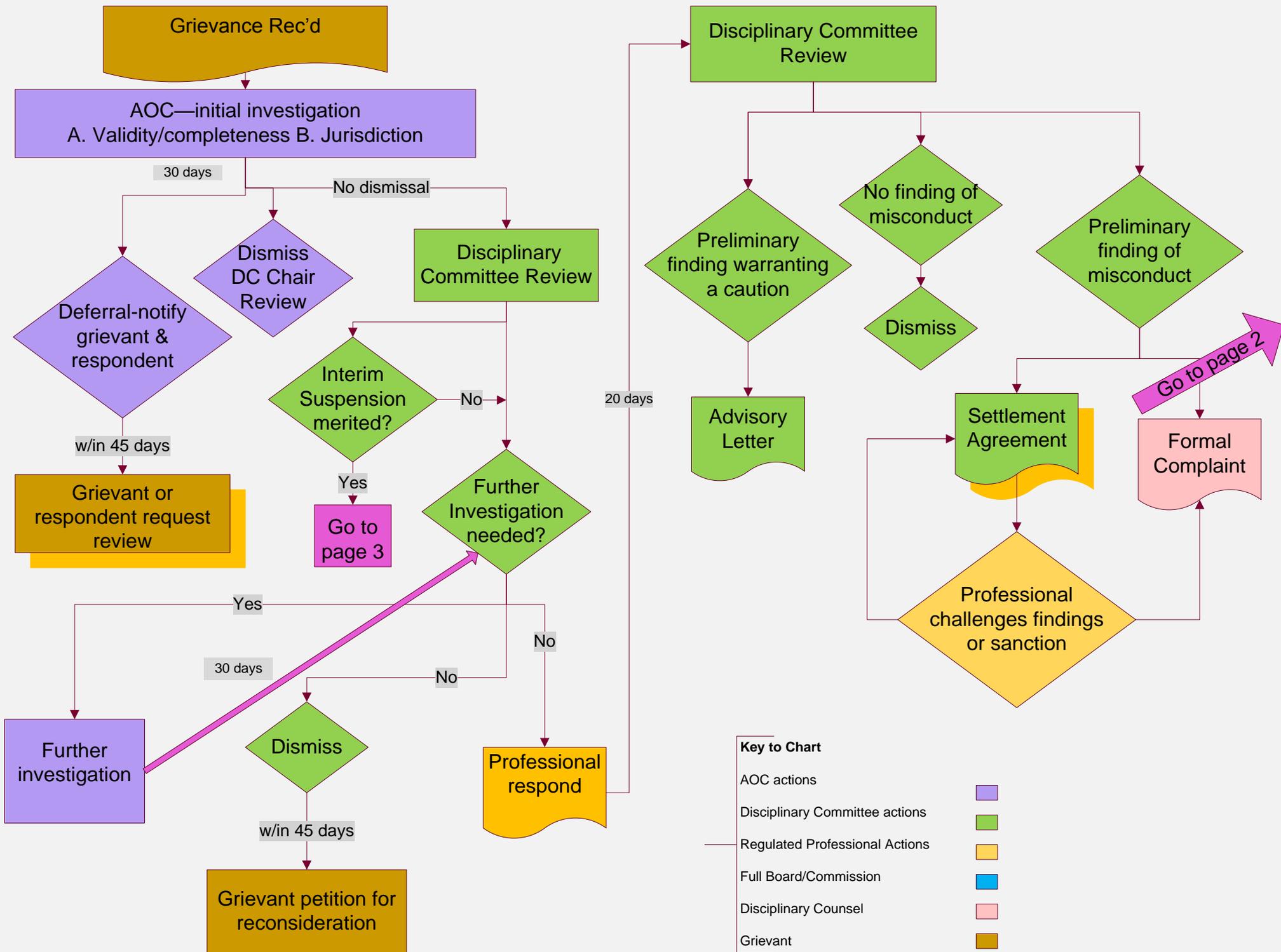
Join the experienced team of interpreter trainers Joshua Elliott, Kelly Varguez, and Yvette Citizen for an intensive online skills building opportunity! Over the course of twelve weeks they will equip candidates with the critical techniques and skills to prepare them for the federal court interpreter oral certification exam. Participants will expand their interpreting abilities through a series of general lectures, intensive practice, and personalized feedback. In addition to taking mock exams, topics will include: test-taking strategies; the development of effective practice techniques; legal and drug terminology; firearms and ballistic fingerprinting; common grammatical pitfalls in English and Spanish; slang and idiomatic speech.

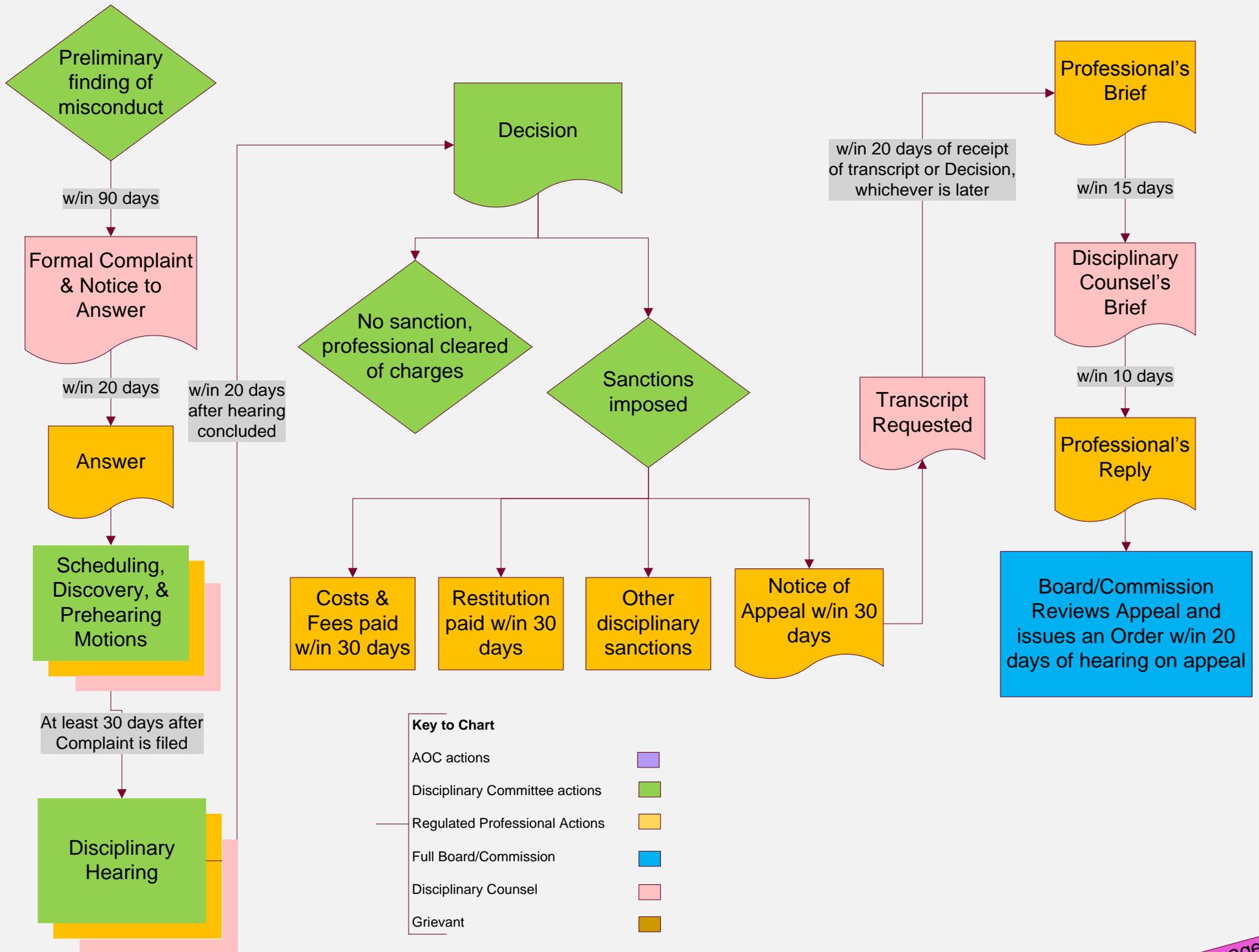
COST: \$600. REGISTRATION DEADLINE: MARCH 14, 2017. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josomee@yaho.com; Kelly Varguez, kelly@olanguagesolutions.com. Or visit www.bilingualcitizen.com

Prepare for State Court Interpreter Oral Examination: Spanish

Join the experienced team of interpreter trainers Joshua Elliott, Kelly Varguez, and Yvette Citizen for an intensive online skills building opportunity! Over the course of twelve weeks they will equip candidates with the critical techniques and skills to prepare them for their state court interpreter oral certification exam. Participants will expand their interpreting abilities through a series of general lectures, intensive practice, and personalized feedback. In addition to taking mock exams, topics will include: test-taking strategies; the development of effective practice techniques; legal and drug terminology; firearms and ballistic fingerprinting; common grammatical pitfalls in English and Spanish; slang and idiomatic speech.

COST: \$400. REGISTRATION DEADLINE: MARCH 14, 2017. Please contact an instructor directly for details on how to enroll. Yvette Citizen, bilingualcitizen@gmail.com; Joshua Elliott, josomee@yaho.com; Kelly Varguez, kelly@olanguagesolutions.com. Or visit www.bilingualcitizen.com







**MINNESOTA SUPREME COURT
STATE COURT ADMINISTRATOR'S OFFICE**

**ENFORCEMENT PROCEDURES FOR
THE CODE OF PROFESSIONAL RESPONSIBILITY FOR
COURT INTERPRETERS**

I. SCOPE

A. Interpreters Subject to Enforcement Procedures

These procedures apply only to interpreters who are included on the Statewide Roster maintained by the State Court Administrator. The interpreters on the Roster include certified and non-certified interpreters who have passed the ethics examination administered by the State Court Administrator and who have filed with the State Court Administrator a written affidavit agreeing to be bound by the Code of Professional Responsibility for Interpreters in the Minnesota State Court System.

Staff interpreters who are employees of the Minnesota Courts are not subject to these enforcement procedures. They are subject to the Minnesota Judicial Branch Human Resources Rules.

B. Types of Interpreter Actions Subject to Enforcement Procedures

These procedures apply to complaints about Roster interpreters who have allegedly engaged in unethical or unprofessional conduct in the course of performing their interpreter duties, as well as unethical conduct outside the scope of interpreting. These procedures supersede former Rules V, VI and VII of the Rules on Certification of Court Interpreters.

These procedures may be used in addition to the sanction of disqualification for good cause imposed by a judge in a proceeding as set forth in Rule 8.03 of the General Rules of Practice for the District Courts. These procedures are also intended to address violations of Minnesota State Court System Administrative Policy No. 18 (court interpreter payment policy) that rise to the level of an ethical violation. Finally, these procedures are not intended to be a vehicle for complaints about interpreting errors made by interpreters during the course of a proceeding, unless there is an allegation of gross incompetence or knowing misinterpretation or misrepresentation.

C. Who May File A Complaint

Any person may initiate a complaint by filing it in accordance with Section III. Complainants may include, but are not limited to, defendants, litigants, court personnel, judges and judicial officers, other interpreters, and courtroom observers.

II. GROUNDS FOR DISCIPLINE

Complaints against Roster interpreters may be filed for reasons including but not limited to:

- A. conviction of a felony, gross misdemeanor or misdemeanor involving moral turpitude, dishonesty or false statements;
- B. fraud, dishonesty, or corruption which is related to the functions and duties of a court interpreter;
- C. knowing misrepresentation of court certification or roster status;
- D. knowing and willful disclosure of confidential or privileged information obtained while serving in an official capacity as a court interpreter;
- E. gross incompetence;
- F. repeated failure to appear as scheduled without good cause;
- G. violation of the Code of Professional Responsibility for Court Interpreters or violation of Minnesota State Court System Administrative Policy No. 18 (interpreter payment policy) that rises to the level of an ethical violation or unprofessional conduct; and
- H. engaging in behavior that constitutes discrimination or harassment under the Judicial Branch Rule against discrimination and harassment.

III. FILING AND REVIEW OF COMPLAINT

A. Filing of Complaint

A complaint must be submitted in writing or an acceptable alternative format, signed by the complainant, and mailed or delivered to the following address: Court Interpreter Program, Minnesota Judicial Center, 25 Rev. Dr. Martin Luther King, Jr. Blvd., St. Paul, Minnesota 55155-1500. The complaint shall state the date, time, place and nature of the alleged improper conduct. If possible, the complaint shall include the name, title and telephone number of possible witnesses. Finally, the complaint shall state why the complainant believes the alleged improper activity should be sanctioned.

If the complainant is unable to communicate in written English, the complainant may submit the complaint in his or her native language.

Alternative forms of documentation, such as video or audio formats, will be considered when the complainant is unable to document a complaint in writing due to illiteracy or where no written form of the complainant's native language exists.

B. Review of Complaint

1. The Court Interpreter Program (CIP) Coordinator shall review the complaint and determine whether the allegations, if true, would constitute grounds for discipline. If the Coordinator determines that the complaint alleges conduct that would be grounds for discipline, an investigation shall proceed according to Section IV.
2. If the Coordinator determines that the complaint does not allege conduct that would be grounds for discipline, the Coordinator shall dismiss the complaint and notify the interpreter and complainant via first class mail. The notification shall include an explanation of the reason(s) for the Coordinator's determination that the complaint does not allege conduct that would be grounds for discipline.
3. If the complainant disagrees with the Coordinator's determination in (2), the complainant may file a petition for review with the State Court Administrator within twenty (20) days of receipt by the complainant of the Coordinator's determination. The petition shall briefly state the facts that form the basis for the complaint and the complainant's reasons for believing that review is warranted. A copy of the petition must be provided to the Coordinator.

The Coordinator shall submit to the State Court Administrator a response to the complainant's appeal of the Coordinator's determination within twenty (20) days after receipt of a copy of the complainant's petition for review.

The State Court Administrator shall make a decision on the complainant's petition within ninety (90) days after receipt of the Coordinator's response. If the State Court Administrator determines that the complaint does allege conduct that would be grounds for discipline, the Coordinator shall proceed to investigate the complaint as provided in Section IV.

If the State Court Administrator determines that the complaint does not allege conduct that would be grounds for discipline, the State Court Administrator shall dismiss the complaint and notify the interpreter and complainant via first class mail. The notification shall include an explanation of the reason(s) for the State Court Administrator's determination that the complaint does not allege conduct that would be

grounds for discipline. Such a determination by the State Court Administrator shall be final.

4. The State Court Administrator may appoint a designated officer to act on behalf of the State Court Administrator in carrying out any of the aforementioned duties in this section.

IV. PROCEDURE FOR INVESTIGATION, HEARING AND DECISION

A. Investigation

If the complaint does allege conduct that would be grounds for discipline, the CIP Coordinator shall investigate as necessary or refer the investigation to a qualified agency or individual.

As part of this investigation, the CIP Coordinator will contact the interpreter, inform him/her of the complainant's allegations, and give the interpreter the opportunity to respond. This response shall be included in the CIP Coordinator's investigative report.

At the conclusion of the investigation, if the CIP Coordinator determines that conduct occurred that would be grounds for discipline, the CIP Coordinator shall submit a report of his / her findings to the State Court Administrator for review.

If, at the conclusion of the investigation, the CIP Coordinator determines that no conduct occurred that would be grounds for discipline, the CIP Coordinator shall dismiss the complaint and notify the interpreter and the complainant by first class mail. The notification shall include an explanation of the reason(s) for the Coordinator's determination that no grounds for discipline exist. If the complainant disagrees with the Coordinator's determination, he/she may file a petition for review with the State Court Administrator under the same procedure as outlined in Section III(B)(3) of these procedures.

B. Determination of Need for Discipline

1. If, upon reviewing the results of the investigation, the State Court Administrator determines that disciplinary action is not warranted, the State Court Administrator shall dismiss the complaint and notify the interpreter and the complainant by first class mail. The notification shall include an explanation of the reason(s) for the State Court Administrator's determination that the alleged conduct is not grounds for discipline. Such a determination by the State Court Administrator shall be final.
2. If the State Court Administrator determines that disciplinary action may be warranted, the State Court Administrator shall send to the interpreter, by certified mail, a copy of the complaint, the CIP

Coordinator's report, a citation to the ethical rules which may have been violated, the sanctions deemed appropriate by the State Court Administrator, and a request for a written response to the allegations and to any specific questions posed by the State Court Administrator. Except for good cause shown, if the interpreter fails to respond in writing to the complaint and request for response within twenty (20) days of receipt of the complaint and request, the allegations in the complaint shall be deemed admitted.

3. If, based on the written submissions, the State Court Administrator determines that any of the following sanctions are appropriate, the State Court Administrator shall make a final decision on the factual allegations and appropriate sanctions (if any) based solely on the written submissions by the CIP Coordinator and the interpreter's written response:
 - a. Issuing a private reprimand;
 - b. Issuing a corrective order with which the interpreter must comply in order to remain on the Roster;
 - c. Requiring that certain education courses be taken; or
 - d. Requiring that the interpreter work with a mentor, or that the interpreter's work be supervised.

This decision must be made within ninety (90) days of receiving the written submissions by the CIP Coordinator and the interpreter. This decision will be final, and the interpreter may not appeal this decision.

4. If the State Court Administrator recommends any of the other sanctions set forth in Section V below, the interpreter is entitled to a hearing as provided in Section IV(C).
5. The State Court Administrator may appoint a designated officer to act on behalf of the State Court Administrator in carrying out any of the aforementioned duties in this section.

C. Hearing

If (a) the interpreter contests the findings in the CIP Coordinator's report and/or the State Court Administrator's recommended sanction(s); (b) the recommended sanctions are other than those listed in Section IV(B)(3); and (c) the interpreter submits a timely response in writing as provided in Section IV(B)(2), the interpreter may request, and shall be given, a hearing before the State Court Administrator. Such a request for a hearing shall be included in the interpreter's written response to the complaint.

1. Pre-hearing discovery shall not be permitted unless expressly authorized by the State Court Administrator in response to a written request.
2. The interpreter may be represented by counsel.
3. All hearings will occur at the Minnesota Judicial Center. They shall be reported or recorded electronically, and shall be private and confidential, except upon request of the interpreter facing the allegations.
4. Strict rules of evidence shall not apply. The State Court Administrator may, in his or her discretion, consider any evidence presented, including affidavits, giving such evidence the weight he or she deems appropriate.
5. At the hearing both the CIP Coordinator and the interpreter shall be afforded the opportunity to introduce documents and other relevant evidence, and to elicit sworn testimony.
6. The State Court Administrator may, in his or her discretion, call witnesses, consider or clarify any evidence presented, giving such evidence the weight he or she deems appropriate.

The State Court Administrator may appoint a designated officer to act on behalf of the State Court Administrator in carrying out any of the aforementioned duties in this section.

D. Decision

Within ninety (90) days after the hearing, the State Court Administrator shall advise the interpreter and complainant via first class mail of the State Court Administrator's action on the complaint. If the State Court Administrator's action includes sanctions against the interpreter, the State Court Administrator shall specifically enumerate the sanction(s), the reason(s) for such sanction(s), and the interpreter's right to appeal. If the sanctions include suspension or revocation of the interpreter's court certification or roster status, or placing the interpreter at a lower qualification or skill level on the roster, the State Court Administrator shall specify the conditions and timeframe within which the interpreter may apply for reinstatement of his or her prior court certification or roster status.

In determining whether to impose sanctions due in whole or in part to a criminal conviction, the State Court Administrator must follow the guidelines set forth in Minnesota Statutes chapter 364.

V. SANCTIONS

If the State Court Administrator finds that there is clear and convincing evidence that the court interpreter has violated the Code of Professional Responsibility or that there are any other grounds for discipline stated in Section II of these rules, he or she shall impose such discipline or sanctions as he or she may deem appropriate. In determining the type of sanction, the State Court Administrator shall consider the nature and seriousness of the violation, any pattern of improper activity, the effect of the improper activity on the court interpreter system and/or the complainant, the amount of experience the interpreter has as a court interpreter, and any other mitigating or aggravating information presented. Sanctions that may be imposed include but are not limited to:

- A. Issuing a private reprimand;
- B. Issuing a public reprimand;
- C. Issuing a corrective order with which the interpreter must comply in order to remain on the Roster;
- D. Imposing costs and expenses incurred by the State Court Administrator and / or Review Panel in connection with the proceeding, including investigative costs, if any;
- E. Requiring that restitution be paid;
- F. Requiring that certain education courses be taken;
- G. Requiring that one or more parts of the interpreter court certification or ethics examination be retaken;
- H. Requiring that the interpreter work with a mentor, or that the interpreter's work be supervised;
- I. Placing the interpreter at a lower qualification or skill level on the Roster;
- J. Limiting the type of court hearings for which the interpreter may interpret;
- K. Suspension of interpreter court certification or Roster status;
- L. Revocation of interpreter court certification or Roster status.

If the sanctions include suspension or revocation of the interpreter's court certification or roster status, or placing the interpreter at a lower qualification or skill level on the roster, the State Court Administrator shall specify the conditions and timeframe, if any, within which the interpreter may apply for reinstatement of his or her prior certification or roster status.

VI. APPEAL TO COURT INTERPRETER REVIEW PANEL

A. Court Interpreter Review Panel

The Court Interpreter Review Panel shall be composed of two district court judges and one court administrator appointed by the State Judicial Council. Members of the panel shall serve for a period to be determined by the State Judicial Council.

Any Review Panel member who has a conflict of interest shall recuse himself or herself from the proceedings.

B. Appeal Process

The interpreter may appeal the State Court Administrator's decision only if the sanction imposed includes any of the following:

1. Public reprimand;
2. Requiring the interpreter to pay restitution or costs and expenses;
3. Requiring that one or more parts of the interpreter court certification or ethics examination be retaken;
4. Placing the interpreter at a lower qualification or skill level on the roster;
5. Limiting the type of court hearings for which the interpreter may interpret; or
6. Suspension or revocation of court certification or roster status.

The interpreter must appeal the State Court Administrator's decision in writing to the Court Interpreter Review Panel no later than 20 days after receipt by the interpreter of the State Court Administrator's decision. The appeal shall include the interpreter's written objections to the decision. The State Court Administrator shall submit to the Review Panel a response to the interpreter's appeal within twenty (20) days after receipt of a copy of the appeal. The Review Panel shall review the record of the hearing within ninety (90) days after receipt of the State Court Administrator's submission, to determine whether the decision reached and sanctions imposed were appropriate.

The State Court Administrator may appoint a designated officer to act on behalf of the State Court Administrator in the appeal process.

Within thirty (30) days after reaching its conclusion, the Review Panel shall issue its decision, including written findings and sanctions, if appropriate, and shall serve such decision on the interpreter and complainant via first class mail. If the Review Panel's decision includes sanctions against the interpreter, the Review Panel shall specifically enumerate the sanction(s). If the sanctions include suspension or revocation of the interpreter's court certification or roster status, or placing the interpreter at a lower qualification or skill level on the roster, the

Review Panel shall specify the conditions and timeframe, if any, within which the interpreter may apply for reinstatement of his or her prior certification or roster status.

VII. REINSTATEMENT

An interpreter whose court certification or roster status has been suspended or revoked may apply in writing to the State Court Administrator for reinstatement, within the timeframe established in the suspension / revocation decision or order issued by the State Court Administrator or Review Panel. The State Court Administrator, or his or her designated officer, shall have sole discretion in determining whether the conditions for reinstatement have been satisfied.

VIII. CONFIDENTIALITY

All complaints and investigations shall be confidential, except that when a final determination is made to impose any of the sanctions listed in Section V above (including a determination to suspend or revoke an interpreter's certification or roster status), the final disposition, including the grounds for the sanction(s) and the facts cited in support of the disposition, shall be accessible to the public. For purposes of this section VIII, a final determination occurs at the conclusion of the appeal proceedings before the Review Panel under Section VI above, or upon failure of the interpreter to appeal the State Court Administrator's decision to impose sanctions within the time provided by these Enforcement Procedures.

The State Court Administrator and Review Panel should develop a protocol for disseminating public information to judicial officers, court administrators and interpreter agencies concerning disciplinary actions taken by the State Court Administrator and Review Panel against interpreters.