

**YOU CAN'T TEACH INTERPRETING AT A DISTANCE!
(AND OTHER MYTHS OF A FADING CENTURY)**

Leilani Johnson, Project Director
Educational Interpreting Certificate Project
Front Range Community College
Denver, Colorado
Elizabeth A. Winston, Curriculum Consultant
Educational Linguistics Research Center
Loveland, Colorado

INTRODUCTION

Most previous interpreter education, whether at the general level or aimed at specific audiences, has required that interpreters and prospective interpreters come to it—be it for a weekend workshop or a two-year full-time program. The Educational Interpreting Certificate Project (EICP) is a unique educational experience that changes the rules. This innovative project has taken the education of interpreters into the field, providing intensive academic and skill development opportunities to working educational interpreters. It is no longer necessary for these interpreters to quit their jobs and leave their homes in order to find the knowledge and training they need to provide improved services to their clients. Instead, the education comes to them.

The EICP is designed for working adults as a professional development program through departments of education. It has adopted current approaches in adult education, cutting edge technology, and the expertise of an international faculty to make interpreter education accessible to a wider audience. The curriculum takes a three-pronged approach:

- Academic content is taught through a combination of written, audio, visual, and web-based materials and makes use of telephone, videoconferencing, and internet technologies throughout the academic year;
- Intensive skill development is provided during a three-week face-to-face meeting each summer;
- Mentoring is provided during the academic year by video, writing, voicemail, and web interactions.

As a basis of the curriculum for educational interpreters, the EICP has adapted the recently published national curriculum, the Professional Development Endorsement

System (PDES), creating comprehensive, self-contained one- and two-credit hour modules for many of the courses. These self-contained modules are taught by subject matter experts, skills specialists, and language coaches to provide an intensive interpreting education for educational interpreters. Participants who successfully satisfy EICP exit competencies receive a Vocational Certificate in Educational Interpreting approved by Colorado's State Board for Community Colleges and Occupational Education.

BACKGROUND

Educational interpreters are in great demand throughout the United States; yet there is no fully developed and proven model demonstrating an effective method of providing either school-based or work-based post-secondary education to individuals functioning as interpreters in classrooms.

Since the passage of the Education for All Handicapped Children (Public Law 94-142, 1975; re-authorized as IDEA, 1990) the need for educational interpreters has continued to escalate. Prior to 1975, most deaf and hard of hearing children were educated in state residential schools. During the past two decades, public school programs have increasingly assumed the role of educating deaf and hard of hearing children. Rittenhouse, Rahn, and Morreau (1989) have pointed out that in 1973 only about 10% of children with hearing losses were even partially mainstreamed. Five years later, 37% of these students were at least partially mainstreamed (Jordan, Gustason, & Rosen, 1979). The number increased to one-half by 1984 (Schildroth & Karchmer, 1986). Most recently, Schildroth and Hotto (1993) report that 69% of children who are deaf or hard of hearing are placed in local public schools. This trend towards mainstreaming and inclusion has made the need for educational interpreters particularly acute. Public school administrators frequently struggle to find competent interpreters and often must hire individuals who are under-prepared for the task. Several researchers have documented the lack of adequate preparation for individuals functioning as interpreters in classrooms (Gustason, 1985; Stedt, 1992; Jones, Clark, & Soltz, 1997; Yarger, 1997).

Educational interpreters serve as the communication link between the classroom teacher, the student(s) who has a hearing loss and the hearing peers in the mainstream classroom. They commonly serve in other capacities as well, e.g., tutor, sign language instructor. Educational interpreting is a complex task. It requires an in-depth

understanding of interpreting theory; proficiency in American Sign Language, English influenced signing systems, and other communication modes; specialized technical vocabulary; knowledge of essential educational principles and practices, including curriculum designs and tutoring strategies; familiarity with human development theories; and an appreciation of the roles and responsibilities of interpreters in educational settings. At present, opportunities to acquire this fundamental framework are unavailable for the vast majority of individuals seeking to serve as educational interpreters.

There are currently over 100 post-secondary interpreter preparation programs in the United States with offerings spanning vocational certificates through a Master's degree; generally the focus of these programs is basic interpreter preparation rather than the specialized field of educational interpreting. "The majority (69%) of interpreting programs do not even have a course in educational interpreting and less than one-fourth have a course in tutoring" (Stedt, 1992, p. 87). Schrag (1991, Director, Office Special Education Program, Office of Special Education and Rehabilitation Services, U.S. Department of Education) noted that only two college programs in the United States offered specialized education interpreting programs. Besides, it is rare for currently employed educational interpreters, particularly in rural areas, to have attended any type of interpreter preparation program.

At present, educational interpreters attend an occasional workshop, interpreting course, or short-term seminars and conferences (i.e., one-week summer institutes) when available. Aside from these sporadic efforts, there has been no systematic, sequenced approach to these offerings, nor any vehicle for the accumulation of credit toward professional credentialing or continued post-secondary advancement.

EDUCATIONAL INTERPRETING CERTIFICATE PROJECT (EICP)

The EICP offers a sequenced, structured curriculum focused on the needs of educational interpreters who are currently working with deaf or hard of hearing students in K-12. The following sections describe the make-up of the participants, the curriculum, the underlying competencies for educational interpreters, and the distance technology used for delivery of the program.

Participants

Students

The Educational Interpreting Certificate Project (EICP), is supported by partners including post-secondary institutions and K-12 organizations in Colorado, Montana and Wyoming (See Appendix D). A selected cohort of 40 educational interpreters in Montana and Wyoming are currently receiving this sequenced program of materials and support. Successful completion of the EICP will result in a Vocational Certificate in Educational Interpreting, equaling 20 college credits from Front Range Community College.

Montana and Wyoming were selected as sites for this project for several key reasons. First, both states have long histories of seeking solutions to the training problems of educational interpreting. Second, at the time the pilot began, there was no interpreter preparation program in either state. Third, the Montana Office of Public Instruction had identified educational interpreter training as a high priority and committed state funding. Similarly, Tim Sanger, Director of Outreach for the Wyoming Department of Education, stated, “Wyoming has no interpreter training program of its own. As a matter of fact, little has been done to enhance the skills of educational interpreters...Much more is needed...” WDE also allocated funds for the EICP.

The need for qualified educational interpreters in Montana and Wyoming is significant. The child count for December, 1995 indicated that almost three-quarters (72%) of the students who are deaf, hard of hearing, or have hearing loss as a secondary disabling condition are being educated in the public schools of Montana. Wyoming has 41 deaf, hard of hearing, or hearing loss children scattered throughout the state’s school system who receive interpreting services. Montana and Wyoming currently have the equivalent of 35 and 21 full time interpreters in public schools. There are also *six* teachers of the deaf dispersed throughout Montana. Wyoming has 17 hearing impaired teachers located at 13 sites and *three* outreach consultants for services to students who are deaf or hard of hearing.

Entry into the EICP was determined by several criteria. Applicants had to be working in K-12 settings with deaf or hard of hearing students, and had to achieve a minimum score of 2.0 on a modified version of the EIPA (the EICP screening test). In order to successfully complete the program and receive the Certificate of Completion, they must pass all of their courses with a 2.0 GPA and must achieve a score of 3.5 or

better on the **exit** EICP screening. This score demonstrates that the student is able to perform at minimum entry level for the grade and language combination for which they are tested (e.g., elementary school spoken English to ASL or PSE or SEE). The initial project did not evaluate for voice to sign skills; this is being added to the revised program currently being offered in other states.

Staffing

The EICP is managed by the project director with expertise in both interpreter and distance education, and the faculty and staff have been drawn from an international pool, bringing a wide base of experience and expertise to the project. In addition there is a curriculum coordinator to oversee the cohesiveness of the modules within the curriculum, a group of skills specialists who focus on mentoring and skill development, and language coaches who focus on continuing sign language development. During the summer there is an assistant to the project director, helping to organize the various activities, courses, and computer training. See Appendix C for a listing of these participants.

EICP Curriculum

The EICP curriculum is a modified version of the Professional Development Endorsement System (PDES). After a review of existing approaches to educating educational interpreters, this curriculum was determined to be the most appropriate for the project. It is aimed at the specific population being served, and it was intended to be modularized, making it easily adaptable to the needs of the project. The PDES is a curriculum developed during a five-year period by the National Interpreter Education Training Project through funds provided by the Rehabilitation Services Administration (RSA), U. S. Department of Education, which was disseminated in January 1996. It was an effort to address the widespread concern about educational interpreting (Report from National Task Force on Educational Interpreting, 1991). Based on this report and other studies, specific knowledge and skills have been identified for appropriate interpreting services in the classroom. (Model Standards for the Certification of Educational Interpreters for Deaf Students and Suggested Options for Routes to Certification, 1993). The PDES modules outline learning objectives in support of these desired knowledge and skill areas along with suggested activities and potential resources.

The PDES contains theoretical foundations and skill development modules for both educational and rehabilitation settings. In 1990, when Northwestern Connecticut Community College was awarded a national grant from the Rehabilitation Services Administration, they were charged with the task of providing technical assistance to programs and schools hiring and/or training persons to work as interpreters in educational and rehabilitation settings. Toward this end the Professional Development Endorsement System was developed to provide a framework for sequential education. . .” (Pimental Personal Communication, June, 1996). This curriculum was reviewed and refined by interpreter educators and educational interpreting practitioners from the ten RSA federal regions. For the purposes of this project, only 15 modules for educational interpreting involving sign language interpreting were adopted. These address human development theories, history of deaf education, the principles and practices in the classroom, specialized interpreting skills and terminology necessary in the educational domain, and an internship.

However, the PDES was not a perfect fit for the EICP. Because it was developed with a traditional student in mind and designed for traditional classroom delivery, some modifications were required. In addition, because the PDES recognized the need for educational interpreters to be well-educated and skillful interpreters, it was intended to be offered to interpreters who had successfully completed training as interpreters. It does not include modules covering the basic theories of interpreting, the RID Code of Ethics, basic interpreting skills, Deaf culture, and other foundational information. The EICP project has added modules to address some of these gaps, and modified others to fill them.

In addition, the PDES curriculum does not focus as intensively as was needed by the target audience on certain essential issues: tutoring, skill development of basic interpreting skills, specific skill development in sign-to-voice interpreting, and on-going mentoring throughout the entire program. The EICP has added this information and skill development focus to its curriculum. In addition, it has added a sign language development component to enhance the sign language skills of participants. A table showing the revised curriculum for the EICP project is found below. Brief descriptions of each course are found in Appendix B of this paper.

Educational Interpreting Certificate Project
Schedule Of Courses

Year 1 - Fall 1996 EICP Entry Screening	Spring 1997 EDI 121: Overview of Sign Language & Systems EDI 101: Interpreting Theory	Summer 1997 EDI 122: Discourse Analysis EDI 131: Diagnostic Lab I
Year 2 - Fall 1997 EDI 111: Child Language & Development EDI 113: US Public & Deaf Education EDI 132: Skill Development Lab I	Spring 1998 EDI 112: Language, Learning & Deaf Children EDI 114: Overview of Educational Interpreting EDI 133: Skill Development Lab II	Summer 1998 EDI 231: Educational Interpreting: Content Areas EDI 232: Educational Interpreting Non-Content Areas
Year 3 - Fall 1998 EDI 211: Curriculum Methods & Materials EDI 123: Communication Assessment Techniques EDI 297 Internship	Spring 1999 EDI 213: Non-Interpreting Tasks EDI 212: Tutoring Techniques EDI 297 cont.: Internship	Summer 1999 EDI 214: Professional Educational Interpreter EDI 233: Diagnostic Lab II EICP Exit Screening

Educational Interpreting Competencies

Beyond the modification of the PDES curriculum, the EICP has needed to develop a more comprehensive set of competencies to define the educational needs of this audience. The competencies describe in detail the areas of competency needed for success as an educational interpreter. These competencies were compiled from the PDES curriculum, the RID/CED Model Competencies, and the CIT National Education Standards; in addition, they incorporated input from a DACUM process (Designing a Curriculum, Ohio State University) which included working educational interpreters and input from regional interpreter educators. They delineate the competencies needed by educational interpreters, detailing the areas of competence and specific details included within those competencies. They cover the following areas:

1. Basic Interpreting (General Knowledge, Interpreting, Language Proficiency);
2. Educational Interpreting (Education, Development, Role and Ethics, Language Analysis, Skills);
3. Educational Tutoring;
4. Educational Aiding.

The EICP addresses the competencies in the Educational Interpreting and Tutoring sections, as well as some of the competencies listed under Basic Interpreting and Aiding. The competencies provide a detailed road map to educating educational interpreters. The sample below demonstrates the detail for some skills competencies that are specific to educational interpreting. (**An** abbreviated version of Section B. Education Competencies, is found in Appendix A of this paper. A full version of all the competencies is available at the EICP web site.)

SAMPLE COMPETENCIES

Educational Interpreting Skills

Assess each setting for interpretability

- 1.0 Assessing Visual Accessibility in Classrooms—The student should
 - 1.1 Analyze classroom settings and activities for visual accessibility.
 - 1.2 Assess the impact of interpreting on the visual accessibility in these settings and activities.
 - 1.3 Propose suggestions, solutions, and alternatives for providing visual accessibility for deaf students in education.
- 2.0 Assessing Child Language for Interpreting — The student should
 - 2.1 Analyze student language use using a variety of specific cases, usually gleaned from videotape samples.
 - 2.2 Discuss the differences between language levels in sign language, spoken language, and written English.
- 3.0 Assessing Discourse factors in the Classroom—The student should
 - 3.1 Analyze interpretability of various educational settings.
 - 3.3 Propose solutions for areas of conflict.

- 4.0** Assessing Communication factors in the classroom - The student should
- 4.1 Analyze specific classroom settings for communication factors that can impact interpretability and accessibility.
 - 4.2 Propose solutions for improving accessibility in these situations.

Delivery Using Existing **and** Emerging Technologies

Educational interpreters who have limited or no opportunities for professional growth are able to access state-of-the-art information via technology without compromising jobs or families. The Western Interstate Cooperative for Higher Education (New Pathways to a Degree: Technolop Opens the College, Western Interstate Cooperative for Higher Education, 1994) has conducted rigorous research studies which clearly demonstrate that, properly executed, distance learning is, at least, as effective as traditional pedagogical approaches. Distance education is rapidly becoming a proven approach for the delivery of quality education and training. Evidence continues to support the effectiveness, cost-efficiency and expediency of distance education, particularly using telemediated technologies.

In New Pathways, Johnstone, Zuniga & Markwood, it is reported: “. . . Student-to-student interactions in these technology-assisted courses are of high quality; and faculty-to-student interactions are frequently of very high quality. . . both faculty and students agree that computer conferencing allows more immediate responses to students on their questions and their course work. . . . Faculty feel that they actually spend more time with students because of the intimate one-on-one quality whch e-mail creates. . . . Faculty in several projects observed that computer conferencing and e-mail enabled more interaction between faculty and individual students than common in typical on-campus situations. . . . Students feel good about this kind of attention from instructors and thus they feel good about the technology whch enables it.”

The three-pronged approach of the EICP curriculum is delivered primarily at a distance and incorporates a variety of technologies. The academic content, and the ongoing mentoring portions are both delivered at a distance, and clearly rely on technology. The intensive skill development portion, while delivered on-site, is also highly technology-dependent. The first step in providing this program at a distance was to adapt the courses and curriculum to a distance delivery system. Each module of the PDES was adapted and expanded by the faculty and staff to meet the needs of this new

approach. These modules are not simply courses that have been printed out and mailed. Effective distance education requires a new perspective on learning and teaching, **and** new approaches to preparing teaching materials. They need to guide the student to their own ways of learning, providing them with materials and support for them at home rather than in the classroom environment. The adapted modules reflect this approach.

Distance delivery of academic content.

Throughout the academic year, knowledge-based courses are delivered through a variety of approaches. The central component of these courses is currently a self-contained “box” containing a course workbook, video and audio tapes, readings, and other information specific to each course. These modules are mailed to students, and students begin the course on the date indicated. Each module contains a roadmap that details the course beginning and end dates, the homework and reading assignments, the dates of any videoconferences, etc.

Sample: Course Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. See the next page for details on each assignment.

Dates next to the lesson title show the start and end dates for the lesson. Dates next to activities show specific dates for those items.

Topic	Dates	Activities	Done!
1. History K-12 Educational Interpreting	1/12 - 1/18	View Videotape, Part 1 with handout <u>(Reading 1)</u> <u>Reading 2:</u> Jones, pp. 17-41 & 124-135	<input type="checkbox"/>
	1/18	Voicemail Introduction due	
2. Who you are: Qualifications of Educational Interpreters in K - 12 Public Schools	1/19 - 1/25	View Videotape, Part 2 (with <u>Reading 3</u>) <u>Reading 4: Exceptional Child</u> Article: Interpreting and Inclusion	<input type="checkbox"/>
3. National Task Force and State Guidelines for K - 12 Educational Interpreters	1/26 - 2/1	<u>Reading 5:</u> Task Force Report <u>Reading 6:</u> Kansas State Guidelines for Educational Interpreters	<input type="checkbox"/>

Each course also consists of a series of teacher insights about the content and readings, readings, and detailed assignments. When needed, faculty can include videotapes related to specific topics (e.g. a presentation demonstrating a particular activity). They can also add audiotapes to add to the readings, giving further insights to complement the written materials. Each "boxed" module is further supported by distance technologies.

Voicemail conferencing

For the duration of each course, students and faculty are able to maintain constant and effective contact via voice mail. This system provides an 800 number that everyone can call at any time, in order to leave messages for peers, ask questions of faculty, and " chat" asynchronously with colleagues. The teacher can create discussion groups for students working on specific assignments, can make announcements and mini-lectures whenever needed, and can respond to individual questions from students. Students can access each other and the teacher, either through their assigned groups or through personal voicemail messages. Students and teachers alike found this

system to be invaluable to the learning environment. This more personal contact helped everyone become more comfortable with the distance learning environment and helped alleviate the sense of isolation that often accompanies distance learning.

Voicemail conferencing continues to be effective and popular in courses, but there are two distinct disadvantages to consider. It is somewhat costly to maintain, and it ends when the project does. Students will not be able to maintain their contacts and continue the collegial relationships they have established during the project. Thus, the project is moving toward e-mail rather than voicemail as a means of interaction.

Videoconferencing

Most courses also include videoconferences. These conferences are scheduled during the course, and the students attend the conferences at designated sites within their states. Currently there are five sites in Montana and four in Wyoming. The videoconferences are approximately three hours long, and focus on topics specific to the course content. The faculty are able to choose the broadcast site. For example, some faculty broadcast from their home institutions (NTID, New York), others choose to fly to Colorado, Montana or Wyoming to broadcast. Thus, both students and faculty are able to benefit from distance technology. It is not necessary for all students to drive to a single location, and faculty do not need to fly to a specific location (unless they want to!). Videoconferencing provides a more personal interaction between students and faculty. They are able to see and hear each other, talk to each other, hold group discussions, and generally develop a sense of the group.

Videoconferencing is also a costly and technology-intensive means of contact. It requires that some students travel to attend, even though there are sites across the two states. It requires a sophisticated network of transmission for all sites to be effectively interconnected. It requires a long lead-time for setting dates and times, and is not flexible -it cannot be postponed due to weather or technical difficulties.. It is essential to have alternative plans to compensate for technical complications. Despite these disadvantages, the value of the videoconferences makes the effort and expense reasonable to the project.

Web-conferencing

The EICP is moving into Web-based courses. These courses will eventually replace the "boxed" modules, with the written content being posted to the Web rather

than being mailed to each student. There are many advantages of this move to the Web. For students, it means that they have instant access to all the written materials, and more importantly, they are able to post their own assignments without worrying about the slowness of the mail. It allows faculty and mentors to provide more immediate feedback on assignments, and allows everyone to interact via email. This technology also has the advantage of leaving students with a means of continuing communication after the project ends. An additional advantage is the savings in mailing costs and voicemail for the project.

The major disadvantage of this move to the Web is that not every student has personal access to the Web. Although all schools have this access, the interpreters working there are not always provided adequate access. The project is just beginning the move to the Web this fall. During the transition, students will have the support of the Web and will have the continued support of the voicemail system.

On-site Skills Development

The second prong of the curriculum is the intensive skill development portion. Although this segment occurs on-site in Great Falls, Montana, it still makes use of technology. Students spend much of their on-site time developing analysis and interpreting skills. They also meet with mentors, building their skills, receiving individualized feedback and skills assessment. Technology is incorporated in the mundane ways that we all use—video examples, videotaping, and skills assessment from student videotape. In addition to this, however, students are provided with hands-on experience in the computer technologies they need to function effectively throughout the academic year. They receive instruction in use of e-mail, use of voicemail, and use of Web technologies so they can access their up-coming courses.

The on-site portion is a valuable segment of the EICP. Although proportionally short in terms of time spent, it provides the opportunity for students and faculty to meet and interact personally. It provides an opportunity for students to experience the distance technologies with personal assistance before having to deal with it on their own at home; and it provides a time for them to interact, bond, and find the support they need for continuing in their often isolated interpreting settings.

Along with the advantages, there are some disadvantages to this on-site segment. *Of* course, the expense for the project is tremendous. Bringing together the faculty, staff, and students in a single location, finding facilities to accommodate both

the housing and teaching needs of the project are major undertakings. Students must leave their homes and families for this time, and spend an intensive three weeks studying, practicing, and building their skulls. Likewise, faculty must be on-site for the full three weeks. However, the benefits outweigh all of these; the personal and professional relationships built during this time are invaluable for the students. An additional advantage for the students is that their state education representatives visit for two days every summer. They have the opportunity to meet and interact with individuals who can change the conditions of mainstreaming and educational interpreting in their states.

Mentoring

The third component of the curriculum is the on-going mentoring followed by internship. Mentoring begins in the fall of the first year, and is offered for two semesters. The following year the mentorship is incorporated into the Internship, again being offered for two semesters. Students are introduced to the notion of distance mentoring during their summer face-to-face, but the mentorship is delivered totally at a distance. Students receive their texts, prepare them, collaborate with teachers and peers, tape themselves, analyze their skills, and receive feedback, all at a distance. During the first year, distance mentorship was supported by two major technologies — videotape and voicemail. Students tape prepared translations. While they prepare, they have access to their mentors and peers through voicemail. They discuss the text structures, their proposed translations, as well as their fears and triumphs. Once taped, they prepare a written analysis of their skills, then send both to their mentor. The mentor prepares detailed feedback, mailing it back to the student. While waiting for the mail, mentors provide immediate feedback on voicemail, helping students understand where to work and what areas to focus on for the next assignment. This interaction has been highly successful. During the second year, a final Internship occurs. This is currently being offered, and many changes have been instituted. The course has been moved to the Web, so the interaction is on computers rather than voicemail. Feedback is still mailed as well, with mentors providing their own feedback on video, along with examples and suggestions. In addition, students are provided with model interpretations of the texts they are working on. This approach to distance mentoring has proven to be both effective and popular with participants.

CONCLUSION

The EICP is an innovative project designed to serve educational interpreters who are currently working in schools with students. These interpreters have not had the training and education they need to successfully provide access for these students. And, leaving their settings for education would be futile—the students would still be mainstreamed in their settings, and the “interpreting” positions would be filled with less qualified people. The result: even less access than ever for students who are Deaf and Hard of Hearing. This audience is typical of the educational interpreting across the country. The EICP serves a dual population by offering an education at a distance—it serves the people working as interpreters in educational settings, and it serves the deaf and hard of hearing students who are in the classrooms.

But, beyond serving this dual audience, the EICP illustrates something more. It illustrates that distance education is an effective means of providing interpreter education. It is possible to teach interpreting at a distance. There is no contention that distance courses provide all the answers; certainly the on-site segment proves that personal interaction adds a valuable dimension to the educational experience. It provides an opportunity for students and faculty to build professional relationships. These relationships enhance the distance interactions, making the distance interactions easier to manage. Without them, the distance interactions might well remain more impersonal and less appealing; with them, both students and faculty look forward to the on-going distance interactions, with little notice of the distance dimension (other than the occasional frustration with the mail service!).

The distance technologies incorporated into the EICP are always changing. As technology provides new and innovative ways to interact at a distance, they will be incorporated. Some of the up-coming technologies being considered are videoconferencing from home computers, computer-assisted sign language enhancement courses, and on-line resources for continuing education. It is no longer true that we have to be present for students to learn—they learn for themselves, and distance delivery methods provide one means of enhancing their learning. We can teach interpreting at a distance—or, to be more precise, students can and do learn interpreting at a distance!

REFERENCES

- Educational interpreting for deaf students. (1989). Report on the National Task Force on Educational Interpreting. National Technical Institute for the Deaf, Rochester, NY: Rochester Institute for Technology.
- Gustason, G. (1985). Interpreters entering public school employment. American Annals of the Deaf. 130:265-266.
- Johnstone, Zuniga, & Markwood. (1994). New pathways to a degree: Technology opens the college. Western Interstate Cooperative for Higher Education.
- Jones, B., Clark, G., & Stoltz, D. (1997). Characteristics and practices of sign language interpreters in inclusive education. Exceptional Children. 63,257-268.
- Jordan, I. K., Gustason, G., & Rosen, R (1979). An update on communication trends at programs for the deaf. American Annals of the Deaf 124:350-357.
- Model standards for the certification of educational interpreters for deaf students. (ND). Silver Spring, MD: RID.
- National interpreter education standards. (1995). Conference of Interpreter Trainers.
- Professional development endorsement system. (1995). Northwestern Connecticut Community-Technical College and University of Tennessee.
- Rittenhouse, R. K., Rahn, C. H., & Morreau, L. E. (1989). Educational interpreter services for hearing impaired students and consumer disagreements. Journal of Rehabilitation of the Deaf 22(3), 57-62.
- Schildroth, A. N. & Karchmer, M. A. (Eds.) (1986). Deaf children in America. Boston: College Hill Press.
- Schildroth, A. N. & Hotto, S. A. (1993). Annual survey of hearing impaired children and youth, 1991-92. Washington, DC: Center for Assessment and Demographic Studies, Gallaudet University.
- Schrag, J. (1991). Special education in the 1990s, keynote address. Conference proceedings: Educational interpreting: Into the 1990s. Nov. 9-11, 1989. Washington, DC: Gallaudet University College of Continuing Education.
- Stedt, J. D. (1992). Issues in educational interpreting. In Kluwin, Moores, & Gaustad (Eds.), Toward effective public school programs for deaf students: Context, process and outcomes (pp. 83-99). New York: Columbia Teachers College Press.

Yarger, C. C. (1997). Perceptions of educational interpreters in two predominantly rural western states regarding: their training and support needs. Unpublished doctoral dissertation, College of Education, University of Northern Colorado.

APPENDIX A

COMPETENCIES FOR EDUCATIONAL INTERPRETING

These competencies are beyond the general competencies listed above as General Interpreting Competencies.

To qualify as an educational interpreter, the interpreter must demonstrate skills and knowledge for each of the competencies listed below. Specific types of information and skills relevant to each competency are listed in the expanded version of this document.

Demonstrating Competency: An individual may demonstrate competency in these areas by:

1. documented coursework (grade of B or better); documentation must include course outline and explanation of how the course satisfies the targeted competencies.
2. Individual interview combining skill and knowledge.
3. Grade of 90% on written test.

EDUCATION

I. Understanding of Education-US Public and Deaf Education

(history, philosophies)

- 1.0 History of US Public
- 2.0 Roles and Responsibilities of Schools
- 3.0 Schools as Social Institutions
- 4.0 Educational Philosophies
- 5.0 History of US Deaf Education
- 6.0 Importance of Residential Schools for the Deaf
- 7.0 Movement toward Mainstreaming and Inclusion

11. General and Deaf Education-curriculum and methodologies

- 1.0 Models of Instruction in Education
- 2.0 General Trends in Instruction in Education
- 3.0 General Curriculum Trends
- 4.0 Classroom Procedures
- 5.0 Geographic Variables

- 6.0 Learning and Teaching Styles
- 7.0 Curriculum Styles
- 8.0 Methods/Materials for Core Subjects
- 9.0 Implications for Interpreters

DEVELOPMENT

I. Understanding Development-Language, Cognition, Human: Hearing **and** Deaf

- 1.0 Developmental Tasks of School-Age Children
- 2.0 Psychosocial Stages of Development
- 3.0 Cognitive Stages of Development
- 4.0 Moral Stages of Development
- 5.0 Implications for Interpreting

II. Language learning and Deaf children

- 1.0 Communication, Language, and Cognition in Education
- 2.0 Language Development: Acquisition vs. Learning
- 3.0 Signed Language vs. Sign Language
- 4.0 Social Aspects of Language Acquisition
- 5.0 Academic Aspects of Language Acquisition
- 6.0 Language Choice in Education
- 7.0 Implications for Interpreting

III. Communication Assessment

- 1.0 Characteristics of Language and Communication in Education
- 2.0 Language of Teachers
- 3.0 Language of Students

ROLE AND ETHICS

I. Educational Interpreting

- 1.0 History of Educational Interpreting
- 2.0 Interpreters in Education
- 3.0 Typical roles and responsibilities
- 4.0 Issues for educational interpreters

- 5.0 Ethics for educational interpreters
- 6.0 Educational Interpreting-Professional Development
- 7.0 Interpersonal Skills for Educational Interpreters

LANGUAGE ANALYSIS

I. Classroom Discourse

- 1.0 Review of Discourse Analysis
- 2.0 Social Contexts in Education
- 3.0 Linguistic Contexts in Education
- 4.0 Academic Contexts in Education
- 5.0 Cultural contexts in Education
- 6.0 Physical Contexts in Education
- 7.0 Interpreting Educational Discourse

11. Interpretability in the classroom

- 1.0 Visual Accessibility in Classrooms
- 2.0 Child language for interpreting
- 3.0 Discourse factors in the Classroom
- 4.0 Communication factors in the classroom
- 5.0 Implications for Interpreting in Education

EDUCATIONAL INTERPRETING-SKILLS

I. Assess each setting for interpretability

- 1.0 Assessing Visual Accessibility in Classrooms
- 2.0 Assessing Child Language for Interpreting
- 3.0 Assessing Discourse factors in the Classroom
- 4.0 Assessing Communication factors in the classroom

II. Skills development: Analysis, Feedback, Assessment

(minimum 120 hours: All skills development in this section assumes prior knowledge in interpreting techniques and added knowledge of discourse analysis outlined here for educational interpreters.)

- 1.0 Diagnostic Assessment Overview
- 2.0 Analysis of Source Text
- 3.0 Production of Target Text
- 4.0 Analysis of Target Text
- 5.0 Giving and Receiving Feedback
- 6.0 Skills Development Practice

III. Internship

- 1.0 Roles and Responsibilities of Interns
- 2.0 Roles and Responsibilities of On-Site Mentor
- 3.0 Roles and Responsibilities of EICP Supervisor
- 4.0 Internship Placement

APPENDIX B

Course Descriptions-EICP

EDI 101 Interpreting Theory

This course provides an introduction to the art and profession of interpreting for deaf and hearing persons, and is designed for those students who already have some knowledge of/training in sign language. Topics will include professional requirements, knowledge of environmental conditions, and theories of interpretation.

EDI 111 Overview of Child and Language Development

The purpose of this course is to provide an overview of cognitive, psychosocial, and language development factors of students from infancy through young adulthood. Various developmental theories will be presented, and the growth and development of both hearing and deaf children will be discussed.

EDI 112 Language Learning and Deaf Children

This course is designed to provide in-depth information on natural first language acquisition and use, second language learning, and both as they relate to deaf children. The course will also cover the impact of first language acquisition on second language learning, the cultural ramifications of diglossia in the classroom, and the implications for interpreters.

EDI 113 Overview of US Public and Deaf Education

The purpose of this course is to provide an overview of public education and deaf education practices in the United States, includes philosophies and purposes of education; selected legislation related to education; schools as society; areas of emphasis; school organization; issues and social problems; financial considerations; and accountability. The education of deaf children will be considered from a sociocultural view and in relation to public school education.

EDI 114 Overview of Educational Interpreting

This course is designed to provide students with an understanding of the history of special education and the education of deaf children, as well as the changes in laws, regulations, and trends that have resulted in the mainstreaming of deaf children in

public schools. Students will also become aware of the ethics, roles, and responsibilities of interpreting as a team member in the classroom.

EDI 121 Overview of Sign Language, Language & Sign Systems Used by Deaf Students

This course is an exploration and review of the communication modes and languages used in public school settings, with a focus on those used by deaf children. Class activities will include a study of how those systems overlap, ways to develop flexibility in using different modes and languages, and the implications for interpreters. Sessions will focus on exposure to and an understanding of different styles of signed messages.

EDI 122 Introduction to Discourse Analysis

This course focuses on the conversational exchanges in English and ASL, including structure of exchanges, initiation and response, language use and underlying meanings, conversational roles, the use of nonverbal and paralinguistic aspects, linguistic structure, and prepositional analysis. *Also* included will be the application of discourse analysis techniques to classroom discourse and to the task of interpreting in educational settings.

EDI 123 Communication Assessment Technique for Educational Interpreters

This course focuses on techniques used to informally assess the language used by deaf students, hearing students, and teachers, and the communication events that occur in educational settings.

EDI 131 Diagnostic Interpreting/Transliterating Lab I

One-to-one lab sessions will give students the opportunity to assess their skills as educational interpreters and discuss ways to more effectively interpret/transliterate in targeted school classes and activities. Use of a particular sign system, mode or language will be determined by individual students and assessed by an instructor/language specialist with an appropriate background. Interpreted selections will be assessed by the student and the instructor, followed by discussion of individualized professional development activities.

EDI 132 & 133 Skill Development Lab I & II

These labs are designed to provide students individual assistance with interpreting skills identified in the Diagnostic Lab 1. Students will work with a mentor at a distance using a variety of technologies to demonstrate progress, receive feedback and continue to improve their competencies as a sign language interpreter.

EDI 211 Curriculum Methods and Materials: Grades K-12

This course provides an introduction to typical instructional methods and materials used in US public schools. Subtopics will include models of teaching, learning styles, domains of learning, curriculum areas and scope of academic subjects, classroom procedures and management, and specific materials for core courses in elementary, middle, and secondary classes.

EDI 212 Tutoring Techniques

The purpose of this course is to address the challenges faced by educational interpreters in providing effective tutoring for students who are deaf and hard of hearing. Issues addressed include the role of the interpreter as tutor; academic challenges experiences by students who are deaf and hard of hearing; effective strategies for daily tutoring; and building collaborative relationships.

EDI 213 Non-Interpreting Tasks: Grades K-12

This course surveys the types and procedures of non-interpreting tasks performed by interpreters in school setting, including reinforcement of class materials, vocabulary review, study skills, materials preparation, providing an introduction to the Deaf community, informal instruction of sign language, and supervisory duties (lunch, bus, hall, etc.). *Also* to be discussed are the ethical considerations related to the acceptance and performance of additional duties.

EDI 214 The Professional Educational Interpreter

This course is designed to be taught as a seminar providing the opportunity for discussion of ethical, procedural, and communication issues. Additional topics include professionalism in the work place, professional development activities, ways to effectively integrate the role of the interpreter into the educational system, and current issues in the field of educational interpreting.

EDI 231 Educational Interpreting: Content Areas: Grades K-12

In this lab-based course, participants will practice interpreting the subjects taught in public school classes. Included with practice interpreting and transliterating in ASL and various other systems will be discussion of the class goals, instructional style, interpreter roles and ethics, language or mode choice, and analysis of the classroom for accessibility and appropriateness for interpreting. This course is primarily a skills development course.

EDI 232 Educational Interpreting: Non-content Areas, Grades K-12

The goal of this lab-based course is to provide students with the practice of analyzing a variety of non-content area settings for interpretability (as discussed in Communication Assessment), to identify factors that are unique to any given setting, and to practice interpreting and feedback techniques for these settings. This course is primarily a skills development course.

EDI 233 Diagnostic Interpreting/Translating Lab II

This course focuses on self-assessment and skills development in either interpreting or transliterating. Class sessions will include videotaping of simulated interpreting assignments with follow-up group and individual diagnosis of the extent that the interpreted message was successfully communicated. Through these activities, participants will have the opportunity to explore the strengths and weaknesses of their interpreting and the ability to participant in subsequent modules.

EDI 297 Internship: Educational Interpreting

This course is designed to provide an internship experience in the various duties and responsibilities which the educational interpreter encounters on the job. This internship is a cooperative enterprise involving the instructor, the intern, and the educational institution. The internship is intended to provide maximum opportunities for practical experience in educational interpreting settings. Students who are employed in educational settings may elect to the employment setting for the internship. Mentors from both within the setting and from EICP will provide all necessary supervision.

APPENDIX C
FACULTY AND STAFF

PROJECT DIRECTOR

Leilani Johnson
Front Range Community College
Denver, Colorado

CURRICULUM CONSULTANT

Elizabeth A. Winston
Educational Linguistics Research Center
Loveland, Colorado

FACULTY

Cynthia Herbst
Los Angeles Pierce Co. CC
Woodland Hills, California

Bernhardt Jones
Front Range Community College
Denver, Colorado

Christine Monikowski
NTID, Rochester Inst. of Tech.
Rochester, New York

Marty Taylor
Interpreting Consolidated
Edmonton, Alberta, Canada

Carmel Yarger
Bloomsburg University
Bloomsburg, Pennsylvania

INTERPRETING SKILLS SUPPORT

Lindsey Antle
Pikes Peak Community College
Colorado Springs, Colorado

Patricia Clark
University of Rochester
Rochester, New York

Tim Chevalier
Interpreting Services
Del Rapids, South Dakota

Dennis Davino
S.E.E. Center for the Advancement
of Deaf Children
Los Alamitos, California

Patrice Stephenson
S.E.E. Ctr. for the Advancement
of Deaf Children
Los Alamitos, California

Anna Witter-Merithew
Central Piedmont Community College
Charlotte, North Carolina

LANGUAGE COACHES

Montana School for the Deaf and Blind

Cecelia Eide	Larry Eide
Alice Guilbert	Darald Guilbert
Flo Ellen Hippe	Vernon Hippe
Ruth Johnson	Ronald Jones
Beverly LeMieux	Brenda LeMieux
Robert LeMieux	Sandi Schaefer
Leslie David Sherrard	Suzette Sherrard
Betty Van Tighem	David Wise
Doris Wise	Gladys Younggren
Darwin Younggren	

STAFF

Melody Dompf
Columbia Falls, Montana

Charlene Benson
Front Range Community College
Denver, Colorado

APPENDIX D
PARTNERS

- FRONT RANGE COMMUNITY COLLEGE
- MONTANA OFFICE OF PUBLIC INSTRUCTION
- WYOMING DEPARTMENT OF EDUCATION
- PIKES PEAK COMMUNITY COLLEGE
- MONTANA STATE UNIVERSITY, COLLEGE OF TECHNOLOGY-GREAT FALLS
- UNIVERSITY OF WYOMING
- MONTANA SCHOOL FOR THE DEAF AND BLIND
- WYOMING SCHOOL FOR THE DEAF
- EDUCATIONAL LINGUISTICS RESEARCH CENTER
- WESTERN COOPERATIVE FOR EDUCATIONAL TELECOMMUNICATIONS
- MOUNTAIN PLAINS REGIONAL RESOURCE CENTER, UTAH STATE
UNIVERSITY
- RSA REGION VIII INTERPRETER TRAINING PROJECT, FRONT RANGE
COMMUNITY COLLEGE