

The School Interpreting Lab Experience

Ushering in the Next Generation of School Interpreters

PROBLEM OF PRACTICE



How might we provide additional interpreting experiences for new school interpreters as a transitional bridge from graduation to the workplace?

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OUR RESPONSE



Offer facilitated lab sessions with interpreting practice and reflective learning that supports new school interpreters (Fitzmaurice, 2020; Kang et al., 2013; Roediger & Butler, 2010; Roediger & Pyc, 2012).

References:



SCHOOL INTERPRETING LABS

BRIDGE ACTIVITIES

The lab, one of several bridge activities transitioning new school interpreters from program to practice (Borkoski, 2021), was created to extend the Preparing School Interpreter project's work on technical interpreting skill, reflective practice, and K-12 role clarity. Labs support new school interpreters in meeting employment expectations, preparing for EIPA testing, and implementing professional development plans.



FOUNDATIONAL KNOWLEDGE, SKILLS, & ABILITIES

4-year interpreting degree with 19 credits of interpreting skills and 16 credits of specialized school interpreting coursework



EARLY PROFESSIONAL PRACTICE AS A SCHOOL INTERPRETER

Increased confidence, reflective practice, and overall effectiveness

SCHOOL INTERPRETING LAB CORE COMPONENTS



1. PREPARATION *Setting the stage*

- Focus area based on prior classwork and current work settings
- Interpreters review preparation materials and resources
- Context and models support intentional preparation



2. INTERPRETATION *Practice with purpose*

- Live interpreting of authentic K-12 texts and interactions
- Applied focus for each lab (examples below)
- Real-time practice in supportive environment



3. REFLECTION *Learn, feedback, & grow*

- Self-reflection on effective and less effective choices
- Facilitator feedback offers additional perspective
- Actionable takeaways applied to classroom settings

LAB FOCUS EXAMPLES



Children's Literature
Emphasis: depiction, use of space



Commencement Speeches
Emphasis: register, affect, intent



Interactive Discourse
Emphasis: managing turn-taking



EARLY IMPACT: PARTICIPANT TAKEAWAYS



Reconnected prior coursework to current interpreting work



Received feedback rarely available in their work settings



Identified next steps for continued skills development



Discussed authentic scenarios from current K-12 interpreting contexts



PSI Project
Preparing School Interpreters



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