


UNIVERSITY *of*
NORTHERN COLORADO

**PATTERNS IN
EDUCATIONAL
INTERPRETING:
AN OSEP FUNDED PROJECT
CONFERENCE OF INTERPRETER TRAINERS 2012**

- 
- Background of the evaluation project
 - Findings from the literature review
 - Findings from the state standards
 - Findings from the state handbooks
 - Findings from curriculum review
 - Q & A

- ❖ OSEP grant (2012-2014):
H325K1000234
- ❖ Primary goal:
Personnel prep for
educational interpreting
students
- ❖ Secondary goal:
Project evaluation

- ❖ Define patterns of practice in educational interpreting
 - Design a 3-year plan
 - Create a team
 - Review current patterns
 - Convene expert group to validate patterns
 - Conduct national practitioner survey to validate patterns

- ❖ Review UNC ASLEI curriculum using identified patterns of practice



- ❖ Literature review:
Amy Seiberlich
- ❖ State education agency requirements:
Laurie Bolster
- ❖ State education agency practices:
Susan Brown
- ❖ Interpreter education curricula review:
Marty Taylor

Project Flow

Project Overview

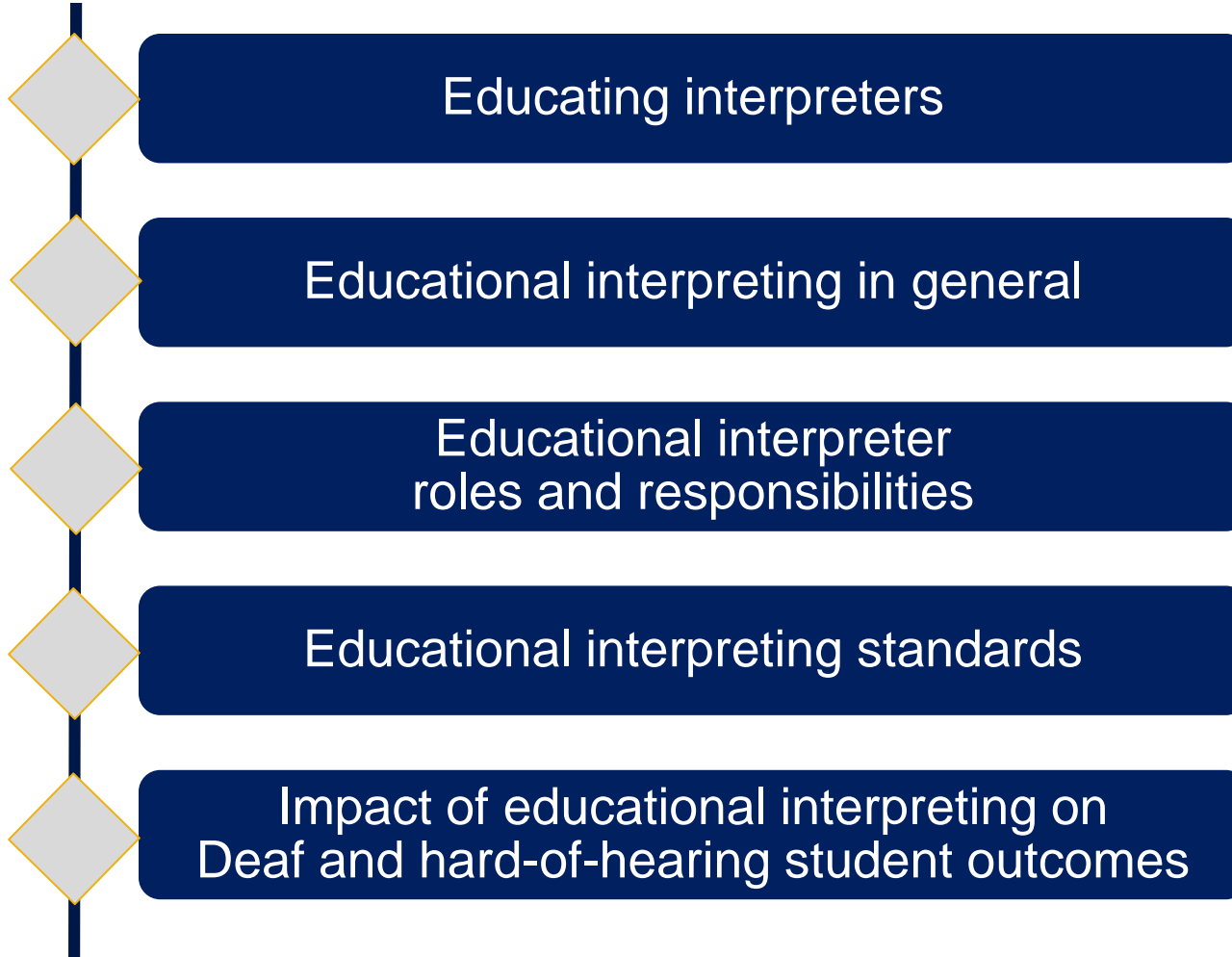
Topic Area Selection

Ranking Determination

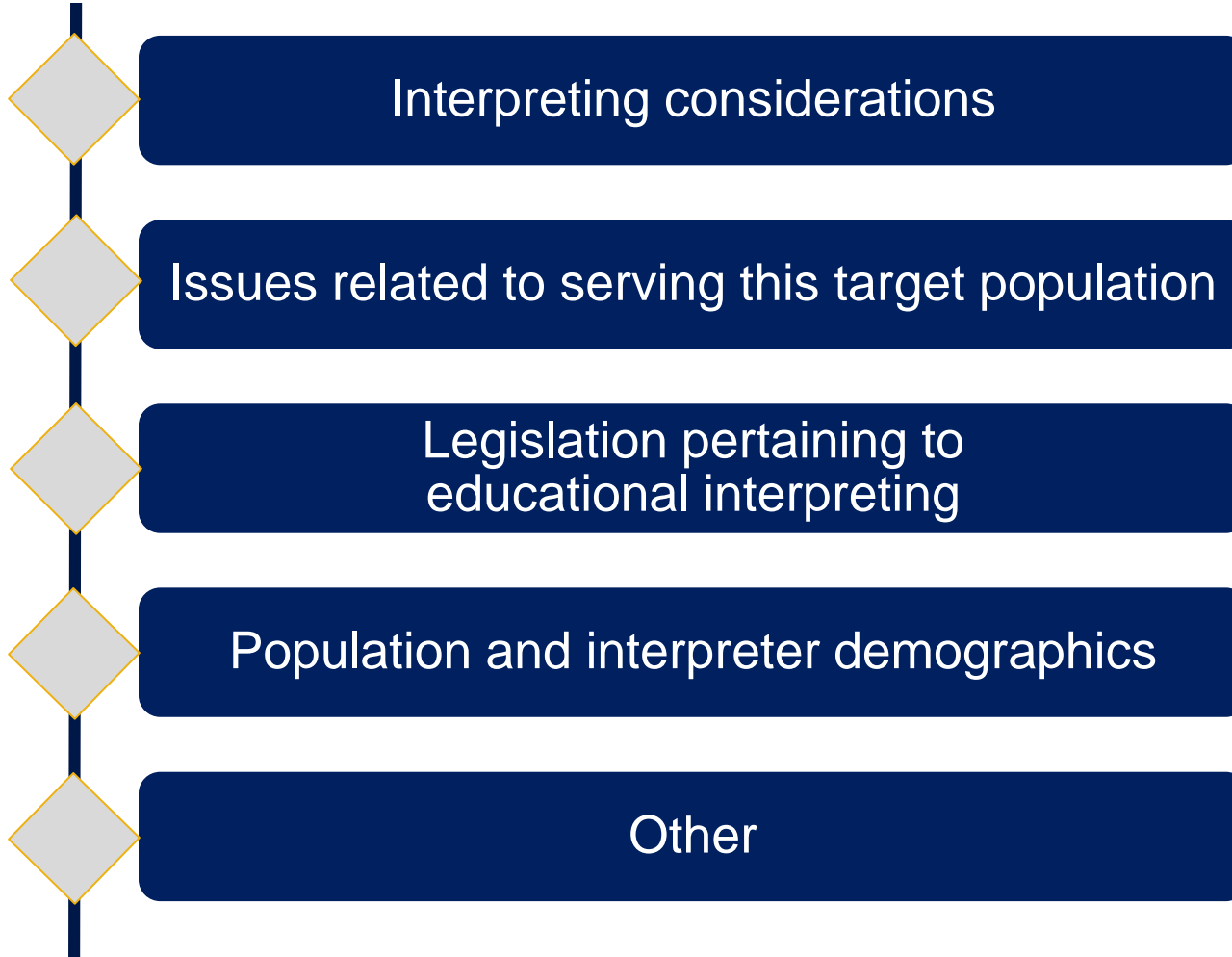
Article Identification
January 2000 - April 2012

Selection Annotation

Topic Areas



Topic Areas cont.



Ranking Categories

Critical

- Contributes to turning point in patterns of practice

Essential

- Contains necessary considerations

Relevant

- Directly related but not of high importance

Of interest

- Not directly related

Method of Inquiry

Academic databases / Journals

Books / Anthologies

Professional publications

Codes of Conduct / Standards

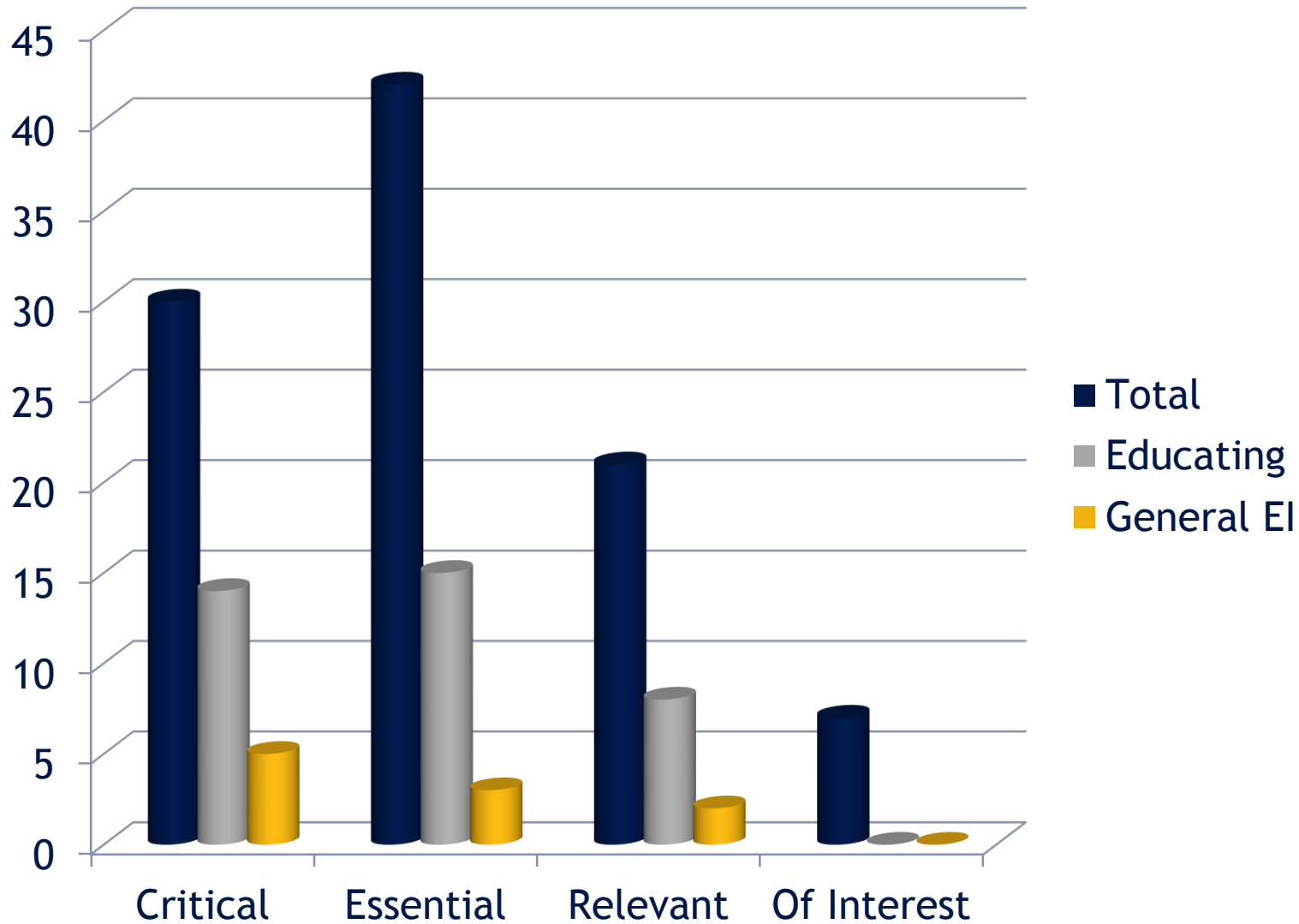
Personal inquiry

Websites

Project Scope

- ❖ Jan 2000 – April 2012
- ❖ Over 225 pieces considered
- ❖ 100 selected
- ❖ Ranked by topic area
- ❖ References
- ❖ Websites of general interest, potential additions

Breakdown



Unique Content Themes

- ❖ Experiential learning
- ❖ Psychological constructs
- ❖ How to teach, what to learn (interpreter)
- ❖ K-12 interpreting specific programming
- ❖ Evolving models of interpreting
- ❖ Deaf community as educational partner
- ❖ Overall call to action

State Standards

- ❖ Academic credentials
- ❖ Skills – sign, oral, cued
- ❖ Professional knowledge
- ❖ Alternative pathways
- ❖ CEUs

Method of Inquiry

2007

Internet search

2012

Comprehensive data collection of official documentation of standards



Internet search



Phone calls to contact people and State Education Agencies



Each state's summary sent to contact people for review

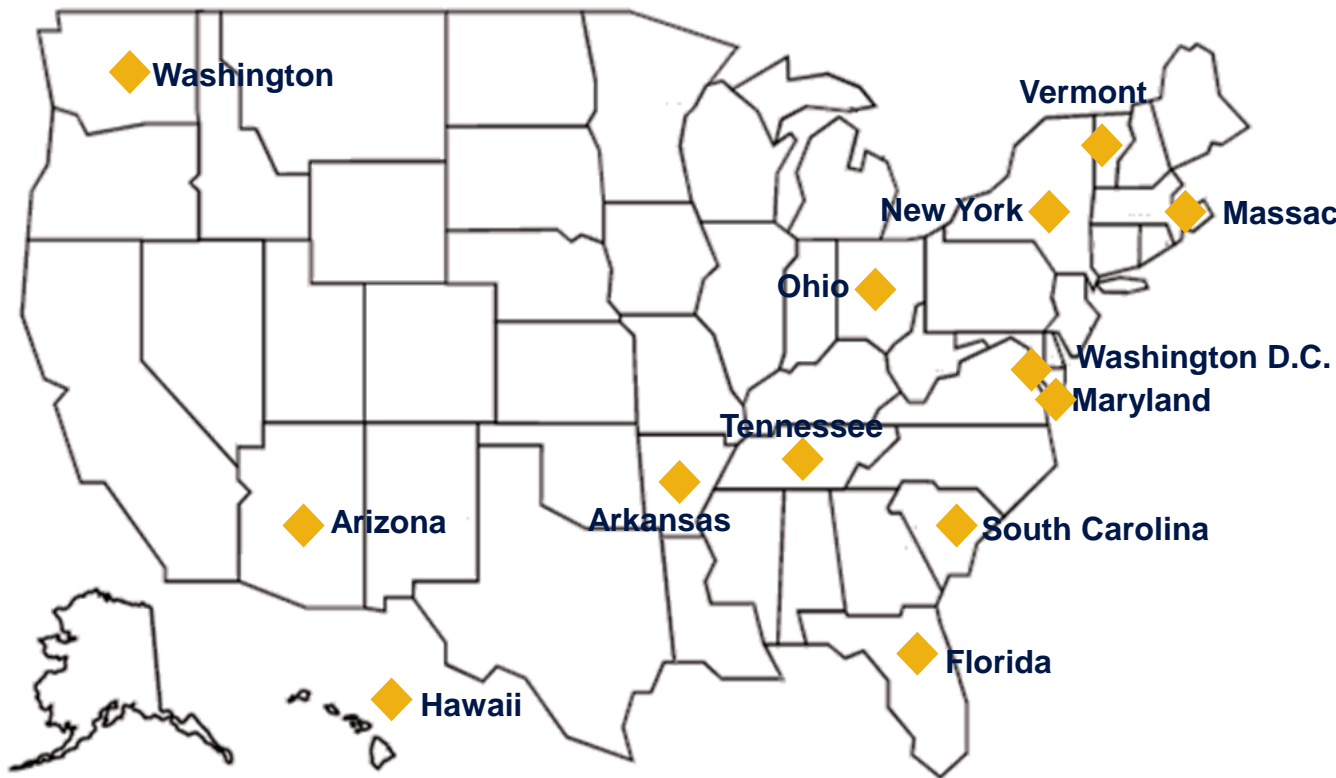


Additional phone and email exchanges for updates on legislative activities

Overview: 2007 & 2012

	2007	2012
National Skills Exam	33 Total	38 Total 28 EIPA
		17 Total 2 BA
Academic Credentials	11 Total	5 AA 10 IPP or Mixed
Knowledge Sets	9 Total 4 EIPA written	15 Total 11 EIPA written
Continuing Education Units	19 Total	20 Total

Don't have...Couldn't find...2012



13 States

Arizona
Arkansas
Florida
Hawaii
Maryland
Massachusetts
New York
Ohio
South Carolina
Tennessee
Vermont
Washington
Washington D.C.

EIPA as a Standard

	2007	2012
EIPA 3.0	10 states	3 states
EIPA 3.5	11 states	14 states (+1 in Jan 2014)
EIPA 4.0	2 states	10 states



States Using EIPA

EIPA 3.0

AL

LA

NC

NH = “passing”

EIPA 3.5

CO MT

GA NJ

ID ND (1/14)

IL OR

IN PA

IA SD

ME VA

EIPA 4.0

AK MS

CA NV

DE NM

KS RI

MN UT



Apparent Trends

More informed professionals at state level

Increased use of nationally recognized examinations for skills, especially the EIPA

Little change in BA requirements

CEUs individual to state and chaotic range

Alternative pathways are still problematic

Sample Web Page

OREGON	
Validity of Information	This information was reviewed and validated by a representative of the state in March, 2012.
Document Title	Oregon Administrative Rules For Special Education 2011 Sign Language Interpreter Standards, 581-015-2035
Date	Effective 2008 for continuing education requirement Fully effective July 1, 2013: education and interpreting performance requirements
Related URL's	www.ode.state.or.us/offices/slp/spedoars.pdf
Comments	(4) Timeline for meeting rule requirements. Sign language interpreters must meet the following requirements if the interpreter is employed by or under a contract with a public school: (a) On or after July 1, 2008, the interpreter must meet the standards required by section (3) of this rule. (b) On or after July 1, 2013, the interpreter must meet all of the requirements of this rule.
Educational Interpreter Guidelines	http://www.ode.state.or.us/groups/supportstaff/specializedservices/deafblind/guidelinesfordeaf.pdf
Standards for:	
Formal Academic	(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; OR (B) Achieve a passing score (3.5) on the EIPA Written test.
Oral	Same as for sign language if called "interpreter"
Cued Speech	Same as for sign language if called "interpreter"
Sign Language Professional Knowledge Exam	
Sign Language Interpreting Skill Exam	(2) (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification
CEU's	(3) Continuing professional development. Each sign language interpreter must complete and document 12 seat hours of continuing professional development related to sign-language interpretation each school year that the sign language interpreter is employed by or working under a contract for a public school in Oregon.
Developmental Alternatives (Often "Initial" or "Provisional")	
Renewals	
Additional Information	Julie York, Director, Interagency Education Services, Department of Education 503-947-5786



All state information tables are available on the DO IT Center's website at:
www.unco.edu/doit

To update:
send a document or URL showing current state requirements to susan.brown@unco.edu

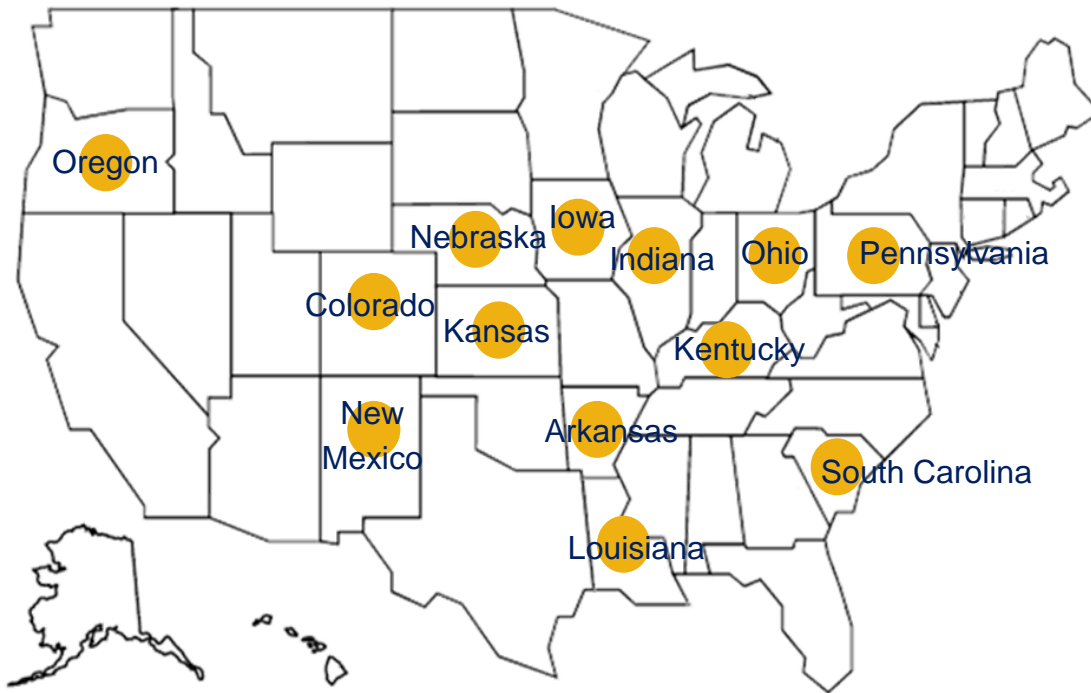
Educational Interpreter State Handbooks



- ❖ Method of Inquiry
 - Purpose for handbooks
 - Web search of all 50 states
 - Reviewed for topics and patterns of topics/content discussed within the handbooks

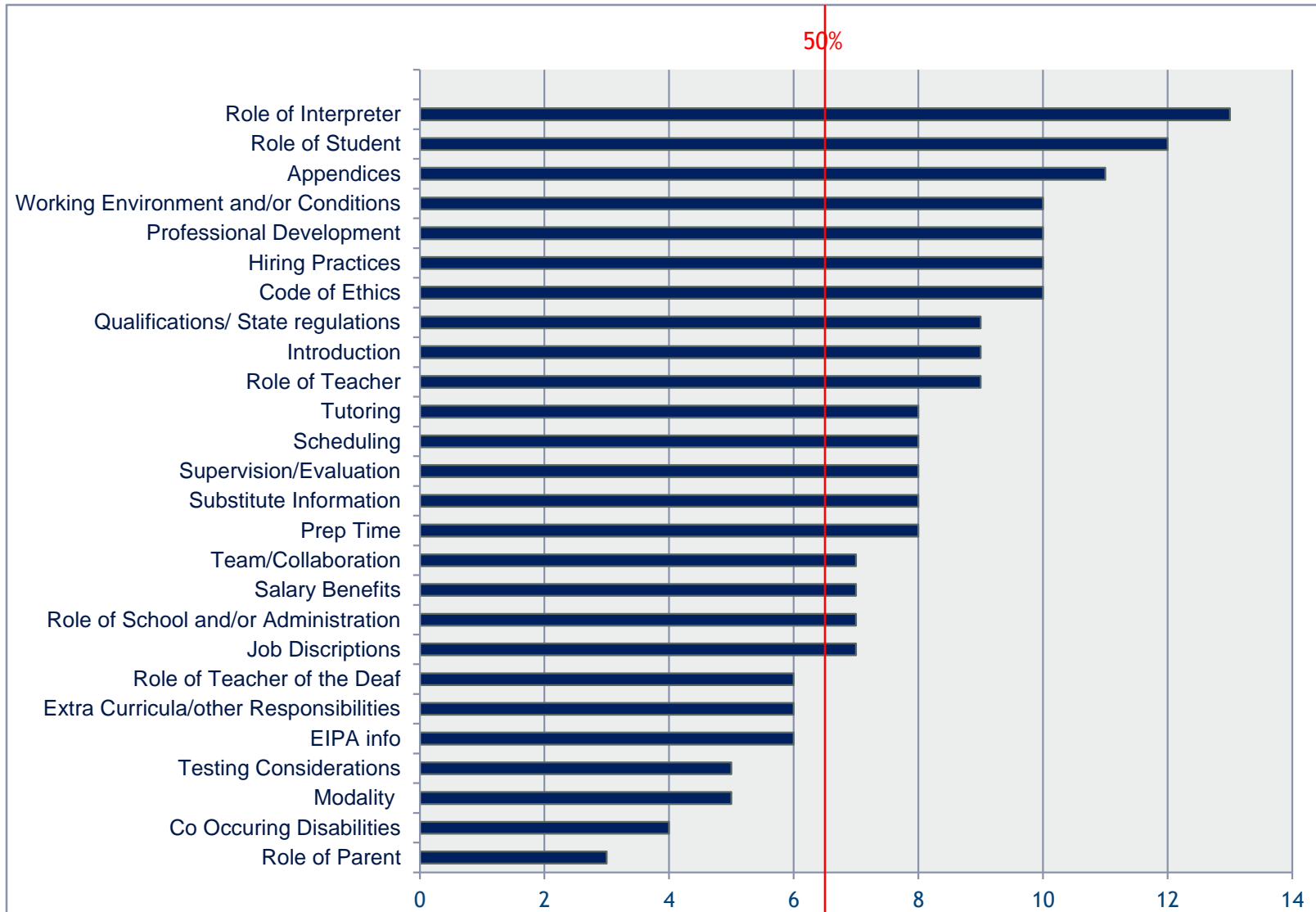
Data Collected

13 States



- ❖ Arkansas (2000)
- ❖ **Colorado** (2012)
- ❖ Indiana (2002)
- ❖ Iowa (2002)
- ❖ Kansas (2003)
- ❖ Kentucky (2008)
- ❖ **Louisiana** (2011)
- ❖ Nebraska (2002)
- ❖ New Mexico (2009)
- ❖ **Ohio** (2011)
- ❖ **Oregon** (2012)
- ❖ Pennsylvania (n/a)
- ❖ South Carolina (2007)

Content Covered & Patterns



Other Observations



❖ Important topics with limited acknowledgment:

- Student testing considerations (5 states)
- Co-occurring disabilities (4 states)
- EIPA testing information (6 states)



❖ Important topics not acknowledged:

- Use of team interpreters in the classroom
- Working with students with cochlear implants
- Title and role other than educational interpreter, e.g., language facilitator, sign support practitioner

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All state handbooks are available on the DO IT Center's website at:
www.unco.edu/doit
(under the respective state licensing link)

To update:
Send handbook URL to susan.brown@unco.edu

Interpreter Education Curricula

- ❖ What were the foundational requirements?
- ❖ What learning outcomes were related to interpreting in the K-12 educational setting?
- ❖ What resources were used in the programs?

Methods of Inquiry

❖ Descriptive data from 5 programs

- Websites
- Syllabi

❖ Analytical framework

- Patrie, C. J. & Taylor, M. M. (2008). *Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12th Grade Settings*. Rochester Institute of Technology.

<http://www.lulu.com/content/1592795>



Thank you

- ❖ Kapiolani Community College
- ❖ LaGuardia Community College
- ❖ University of Arizona
- ❖ University of Arkansas at Little Rock
- ❖ University of Northern Colorado,
DO IT Center



Findings

Commonalities

- ❖ e.g., prerequisites for entry into program
- ❖ e.g., recognition of the importance of 4-year degrees

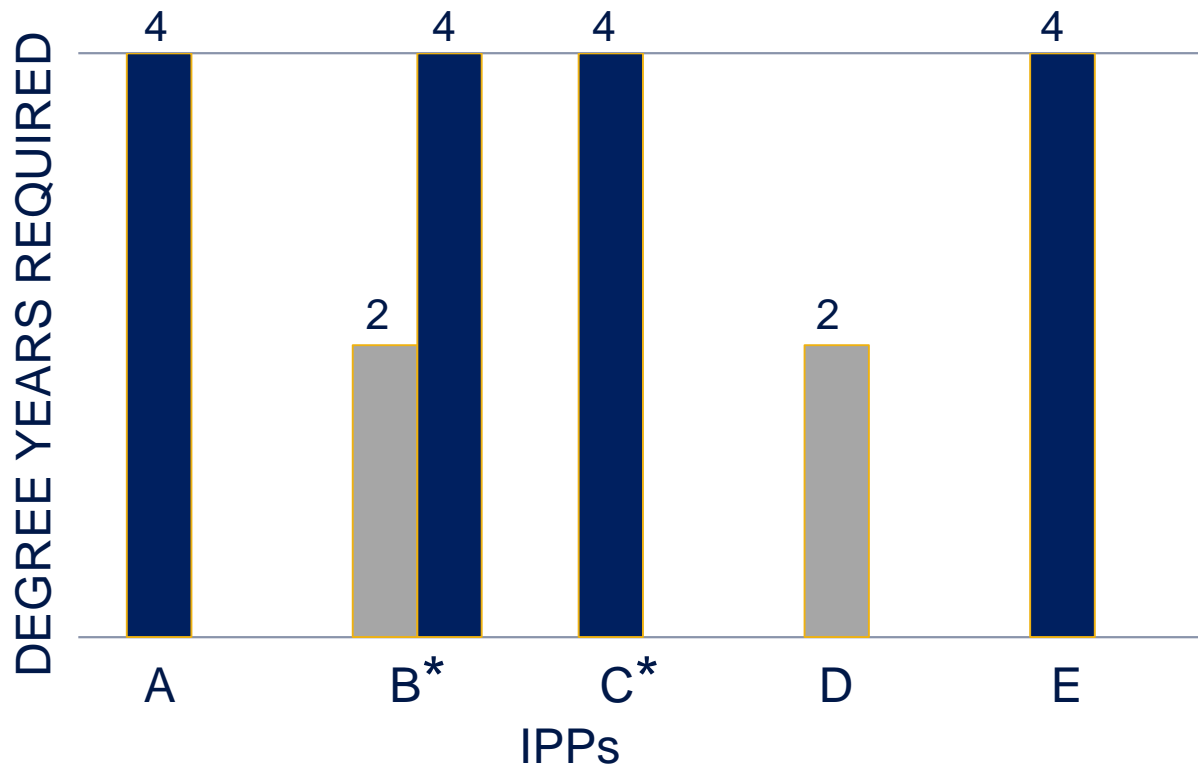


Differences

- ❖ e.g., number of courses related to interpreting in educational settings
- ❖ e.g., scope and currency of course materials

Degree Offered

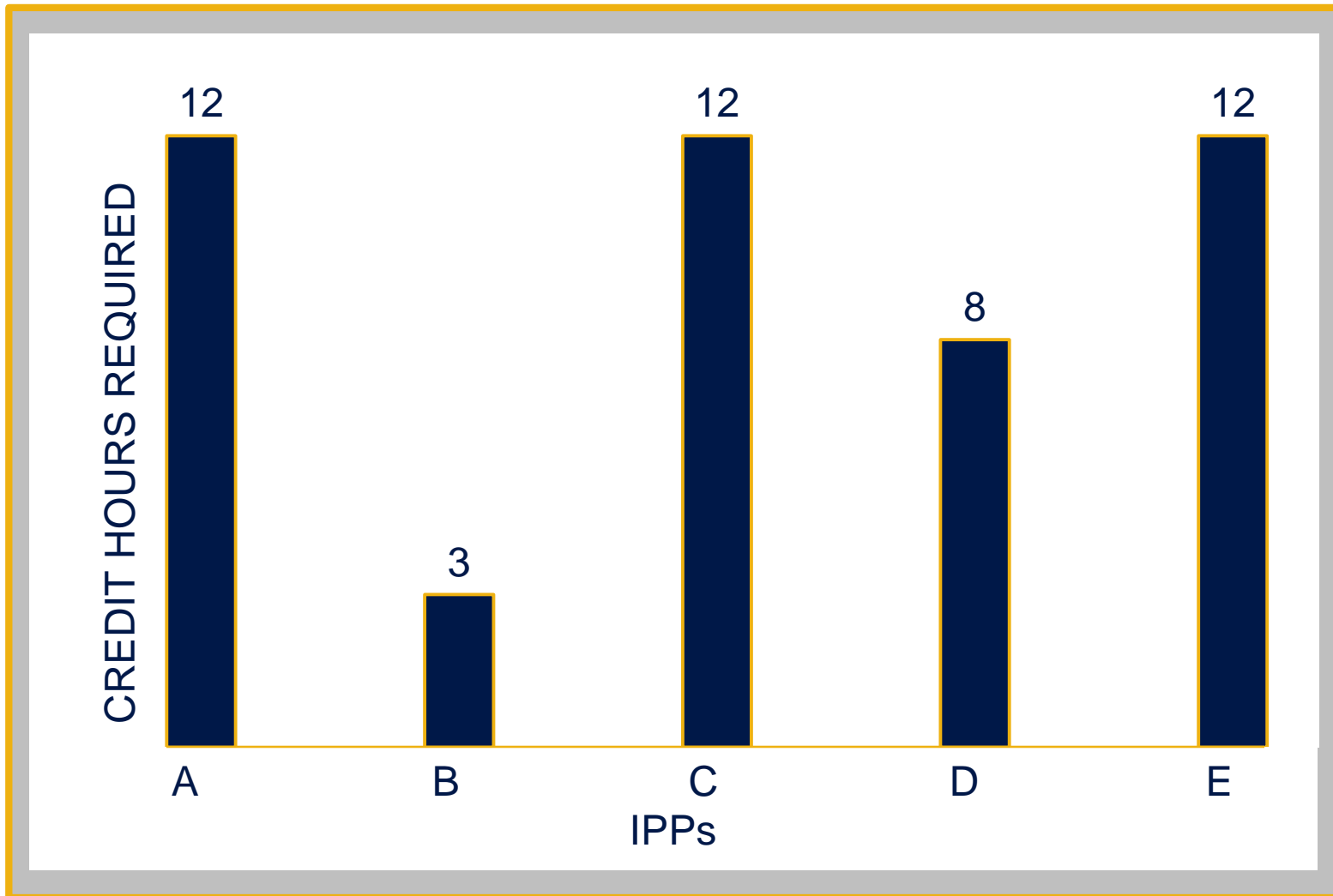
2 Year & 4 Year



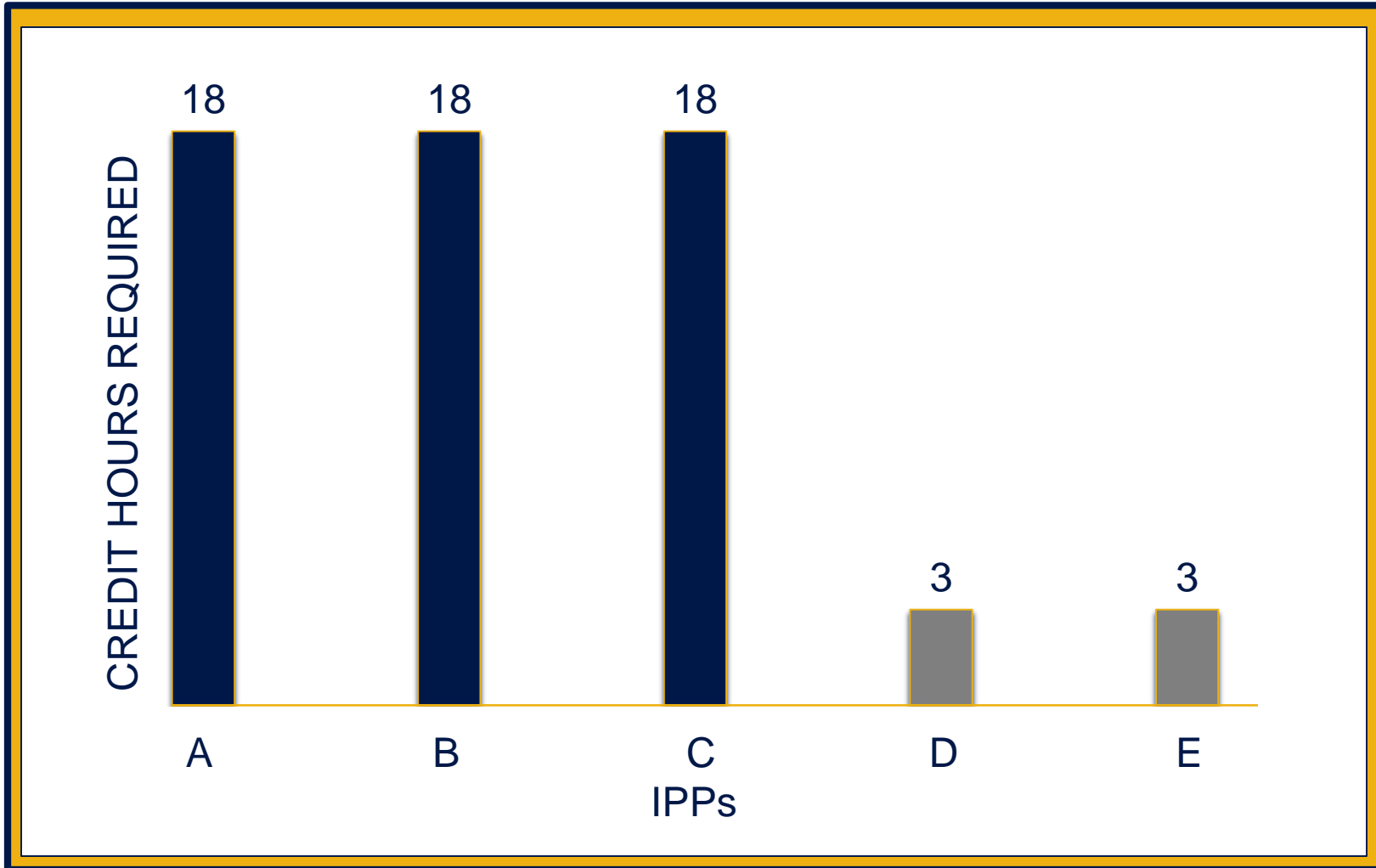
* CCIE Accredited Programs

ASL Prerequisites

Credit hours



K-12 Interpreting: Credit Hours Required





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