

Patterns of Practice: Current Research on K-12 Interpreting

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RID National Conference August 8, 2015
PPT available at: unco.edu/doit

2010-2014 US Department of Education, Office of Special Education Programs, Grant H325K100234

Overview

- Introduction of the OSEP Project Investigation
- National Results on Educational Interpreting
 - State Standards Investigation
 - Educational Interpreter Performance Assessment (EIPA Analyses)
 - Survey of Educational Interpreters Summit on Educational Interpreting
 - Implications for Practitioners
 - Questions & Answers



IRB Approved

Overarching study questions

- What are the national demographics of educational interpreters currently working in K-12 settings and the deaf and hard of hearing students they serve?
- What are the working conditions of educational interpreters, including hiring criteria, level and experience of their work, and their academic and professional credentials?
- What are educational interpreters' primary roles and responsibilities, and what other assignments are part of their daily work?
- What are the current patterns of practice between educational interpreters as related service providers and their interface with the K-12 educational system?

State Standards



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STATE STANDARDS

PRE-SERVICE EDUCATION	WRITTEN CREDENTIALS	PERFORMANCE CREDENTIALS	CONTINUING EDUCATION
HS/GED – 7	EIPA – 11	EIPA – 42	CEUs – 24
AA – 5	Other – 2	RID – 34	
BA – 3	RID – 1	NAD – 24	
		Other – 15	
		QAST – 11	

2014 EIPA State Standards

Including EIPA Written Test (W)

EIPA 3.0	EIPA 3.5		EIPA 4.0
AL	AZ	ND	AK + written
LA	CO + written	NE	CA
MS	GA	NH + written	DE
NJ	HI	OK	KS
NC	ID	OR	KY + written
TN	IL + written	PA	MN
WI	IN + written	SC + written	NM + written
	IA	SD	NV
	MA	VA	RI + written
	ME	WA + written	TX + written
	MI + written	WV + written	UT + written
	MT + written	WY + written	
7	24		11

INCREASE IN EIPA STATES OVER TIME

	2007	2012	2014
EIPA 3.0	10	5	8
EIPA 3.5	11	14	24
EIPA 4.0	2	10	10

A 3D graphic in shades of blue. It features a bar chart with four bars of increasing height. An upward-pointing arrow is superimposed over the bars. In the background, a pie chart is visible.

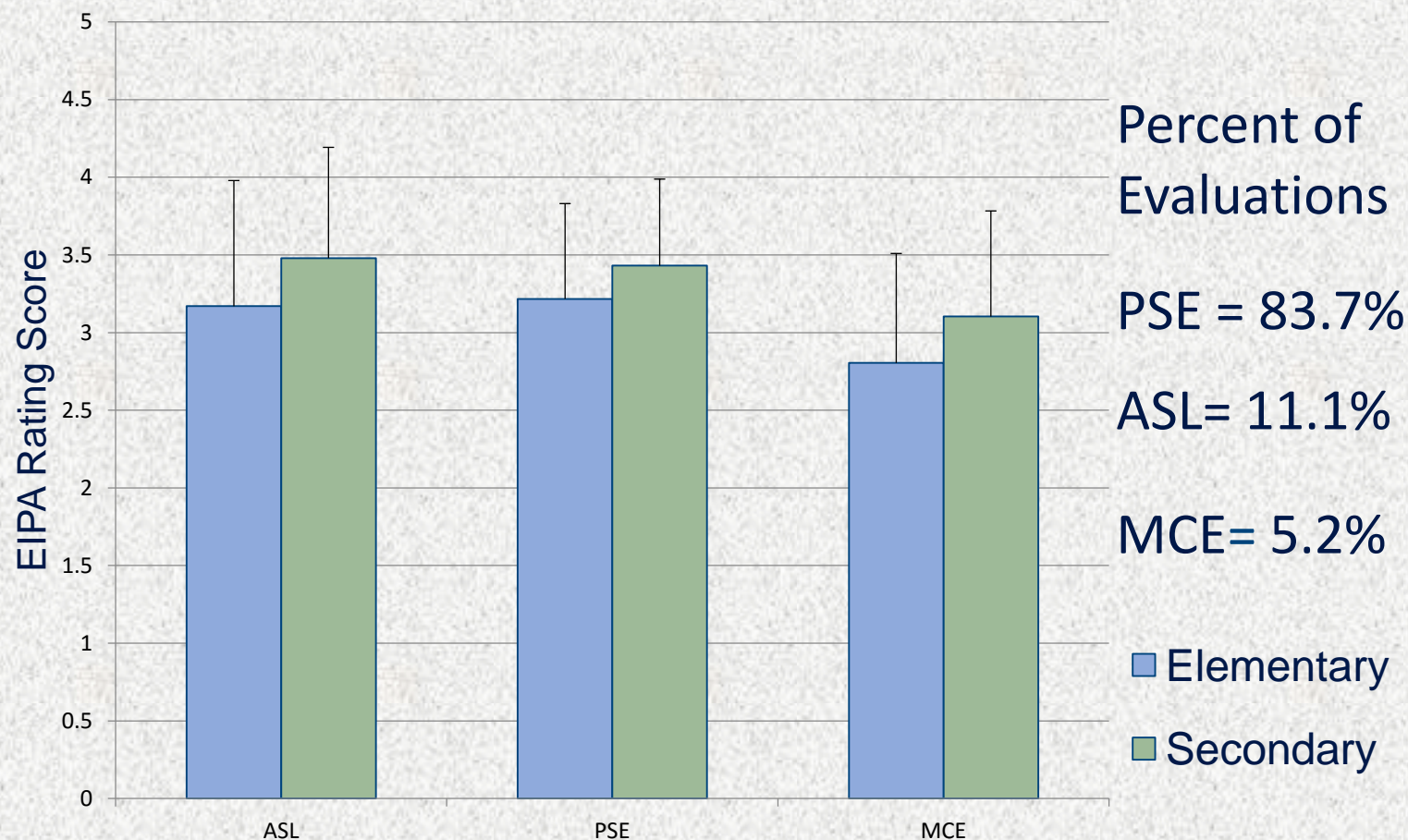
EIPA Analyses

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CHANGES IN EIPA PERFORMANCE SCORES

EIPA Score	2002-08	2009-14	Percent Change
EIPA < 3.0	36%	16%	-20%
EIPA < 3.5	66%	60%	-6%
EIPA > 3.5	34%	40%	+6%
EIPA > 4.0	13%	23%	+10%
Sample Size	9,330	8,680	18,157

EIPA PERFORMANCE TEST RESULTS



Thanks to Dr. Cathy Carotta and Ms. Frances Beaurivage at Boystown National Research Hospital and the Center for Childhood Deafness for allowing access to data from the EIPA and EIPA Written Test.

EIPA PERFORMANCE TEST DOMAINS

Roman I

VOICE TO SIGN

Prosody, Space, & Grammar
10 – 12 Rated skills

Roman II

SIGN TO VOICE

Interpreting for a student
10 Rated skills

Roman III

VOCABULARY &
FINGERSPELLING

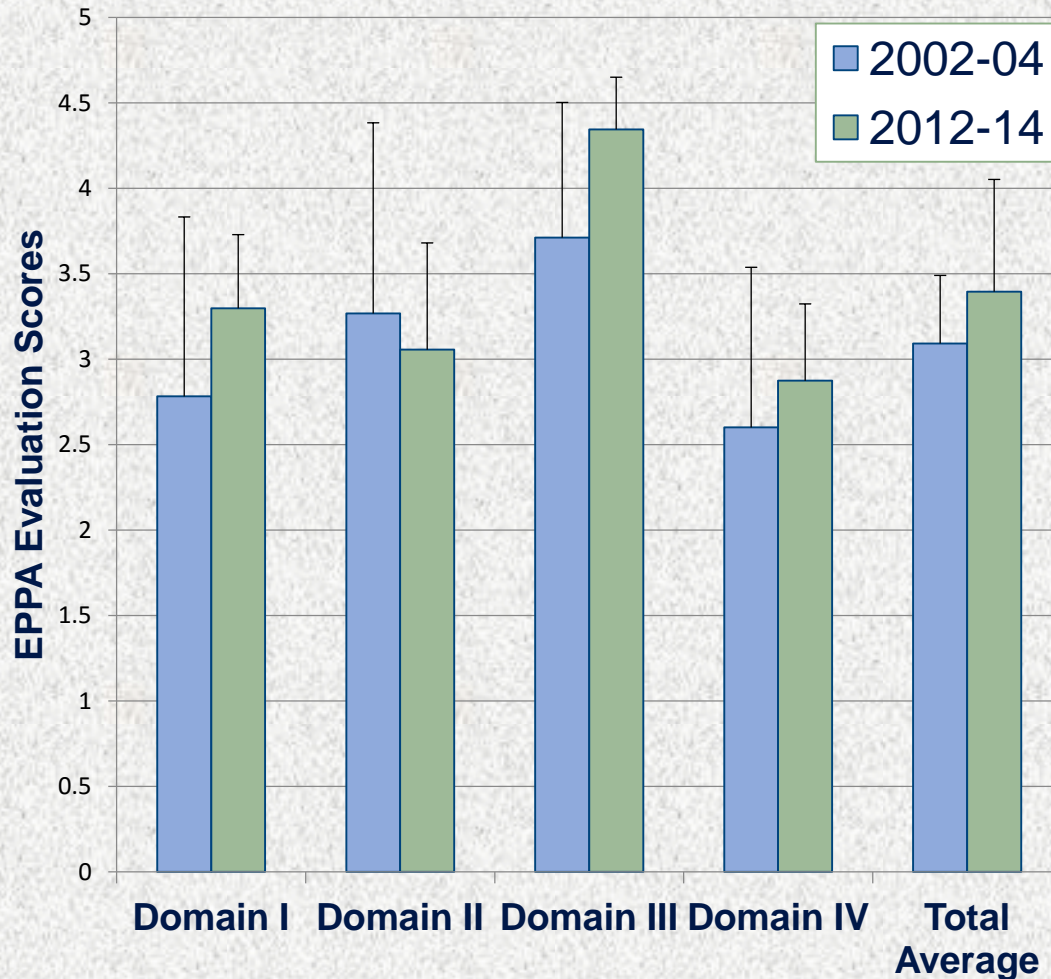
9 Rated skills

Roman IV

OVERALL FACTORS

Cohesion, Discourse
7 Rated skills

EIPA RESULTS 2002-04 VS. 2012-14

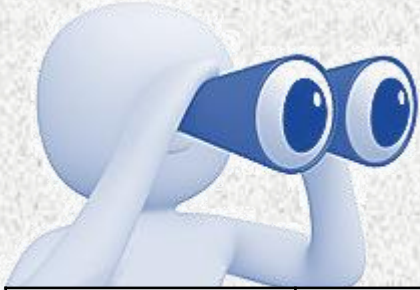


Significant differences
between time of
testing

Domain I, III, IV
increased for 2012-14
group

Domain II
decreased for
2012-14 group

WHAT PREDICTS THE OVERALL EIPA SCORE



	Space	Amount Vocabulary	Key Vocabulary	Numbers	Overall
Prosody	.931**	726**	.601**	.601**	.940**
Use of Space		.714**	.838**	.612**	.944**
Amount Vocabulary			.736**	.722**	.713**
Key Vocabulary				.605**	.861**
Numbers					.579**

** = $p < .001$

What Predicts Total Score

- Use of Grammar
- Use of Space
- Use of Prosody
- Use of Discourse Mapping principles



You cannot get a strong EIPA score without these critical components

- True for ASL, PSE, and MCE



Analysis of EIPA Written Test Results

Test of Content Knowledge Related
to Working with K-12 Students in a
School Environment

EIPA Written Test: Percent Correct

Sample size = 826 test takers since 2012

Collapsed into 8 categories

Domain	Mean	Min	Max
Educational Systems and Practices	84	35	100
Language & Cognitive Development	82	35	100
Culture (Multicultural & Deaf)	82	20	100
Knowledge of the Profession	81	38	100
Technology	81	33	100
Literacy	78	22	94
Linguistics	74	21	100
English	70	6	100

The Good News

- More states have required standards for K-12 interpreters
- Standards appear to work: EIPA scores have improved over time as a group
- States with newer standards have higher EIPA requirements and are requiring the EIPA Written Test

The Bad News

- Most states allow provisional licenses and unrestricted emergency licensure
- Most states do not have an academic requirement
- Less than half the states (24) have CEU requirements
- EIPA written test
 - Many score in the C and D range on the Written Test
 - EIPA written English skills are problematic



NATIONAL SURVEY OF EDUCATIONAL INTERPRETERS

Survey Overview

- 98 primary questions
- Primarily quantitative questions
- 20-30 minutes to complete
- No forced responses
- Pilot run: Canadian educational interpreters
- Launched April 7, 2014/Closed April 25, 2014

RESPONSE OVERVIEW

Survey available to ~25,000 potential educational interpreters

1728 respondents

1607 completed surveys

Reaching all educational interpreters
was challenging

National figure of educational interpreters
is unknown

SURVEY TOPICS

Demographics

Roles & Responsibilities

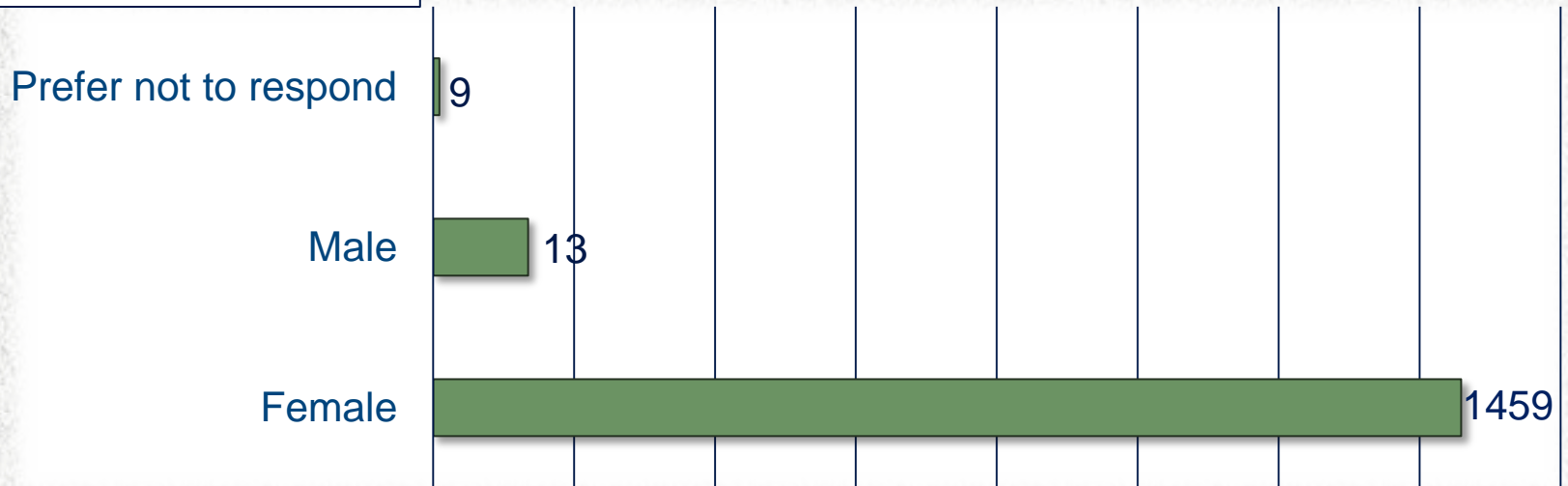
D/HH Student Demographics

Working Conditions

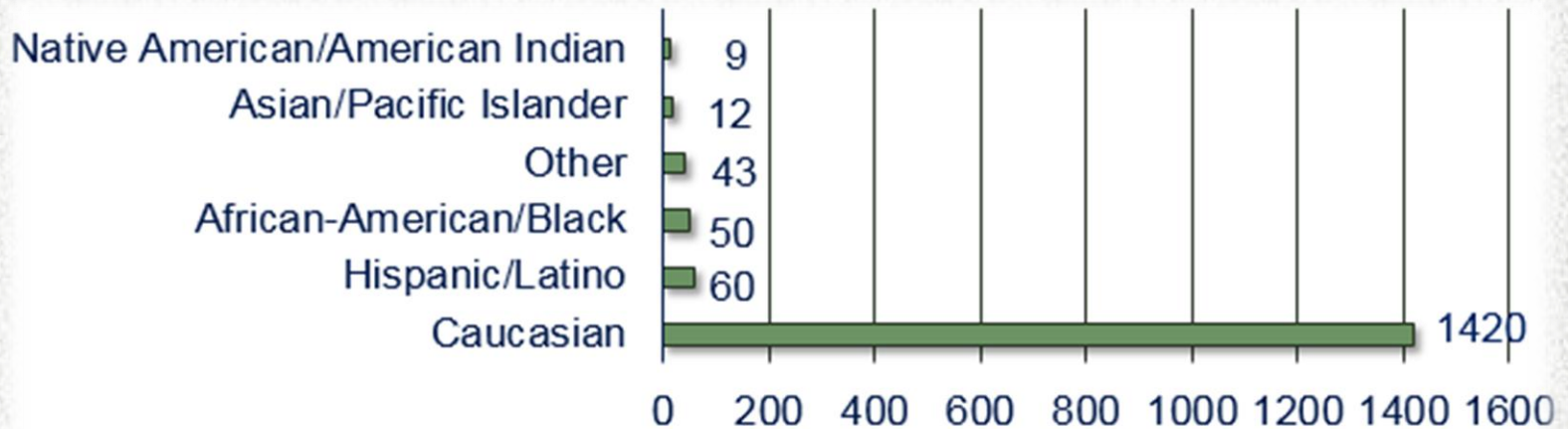
Salary & Benefits

DEMOGRAPHICS

GENDER

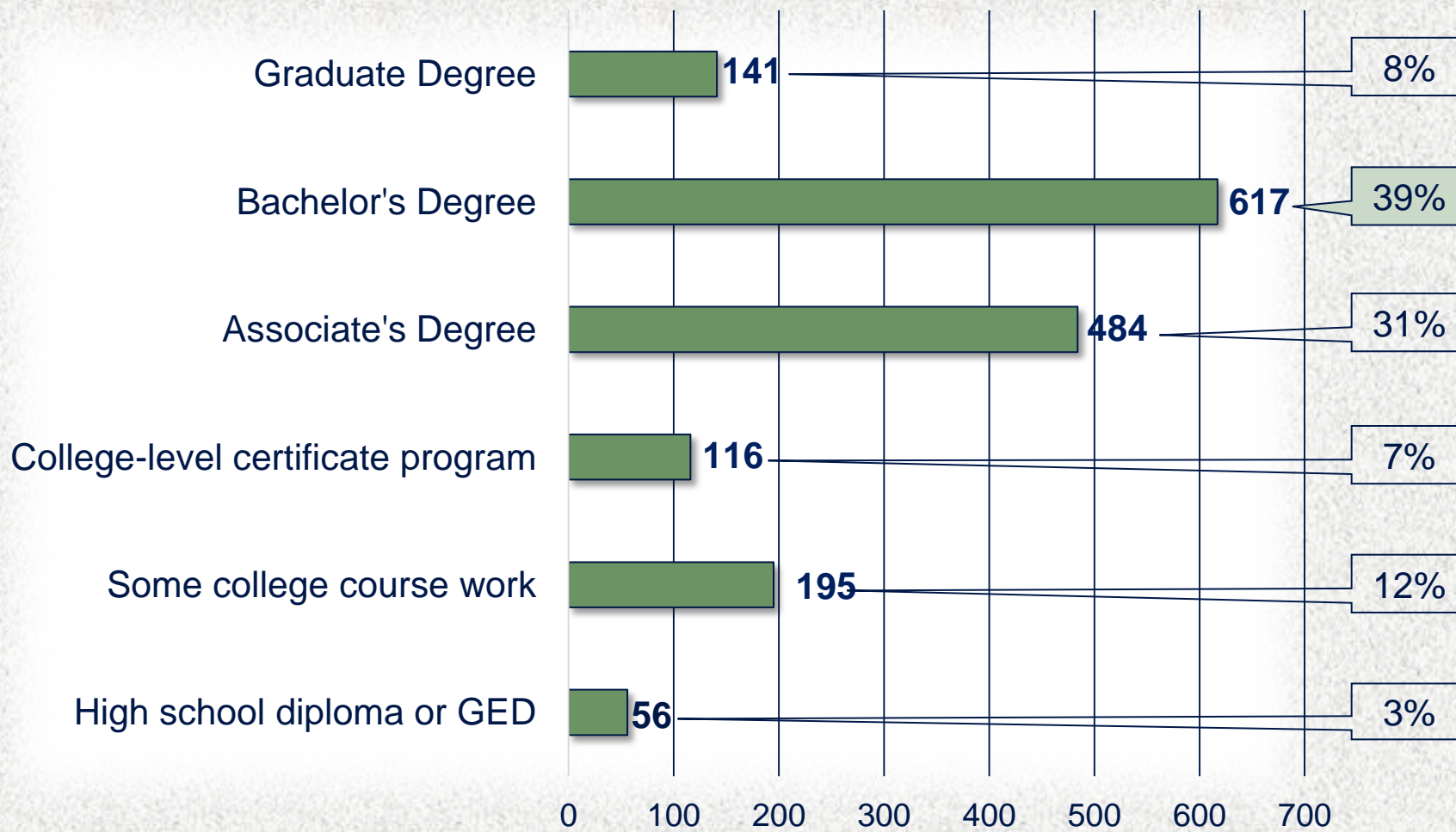


ETHNICITY



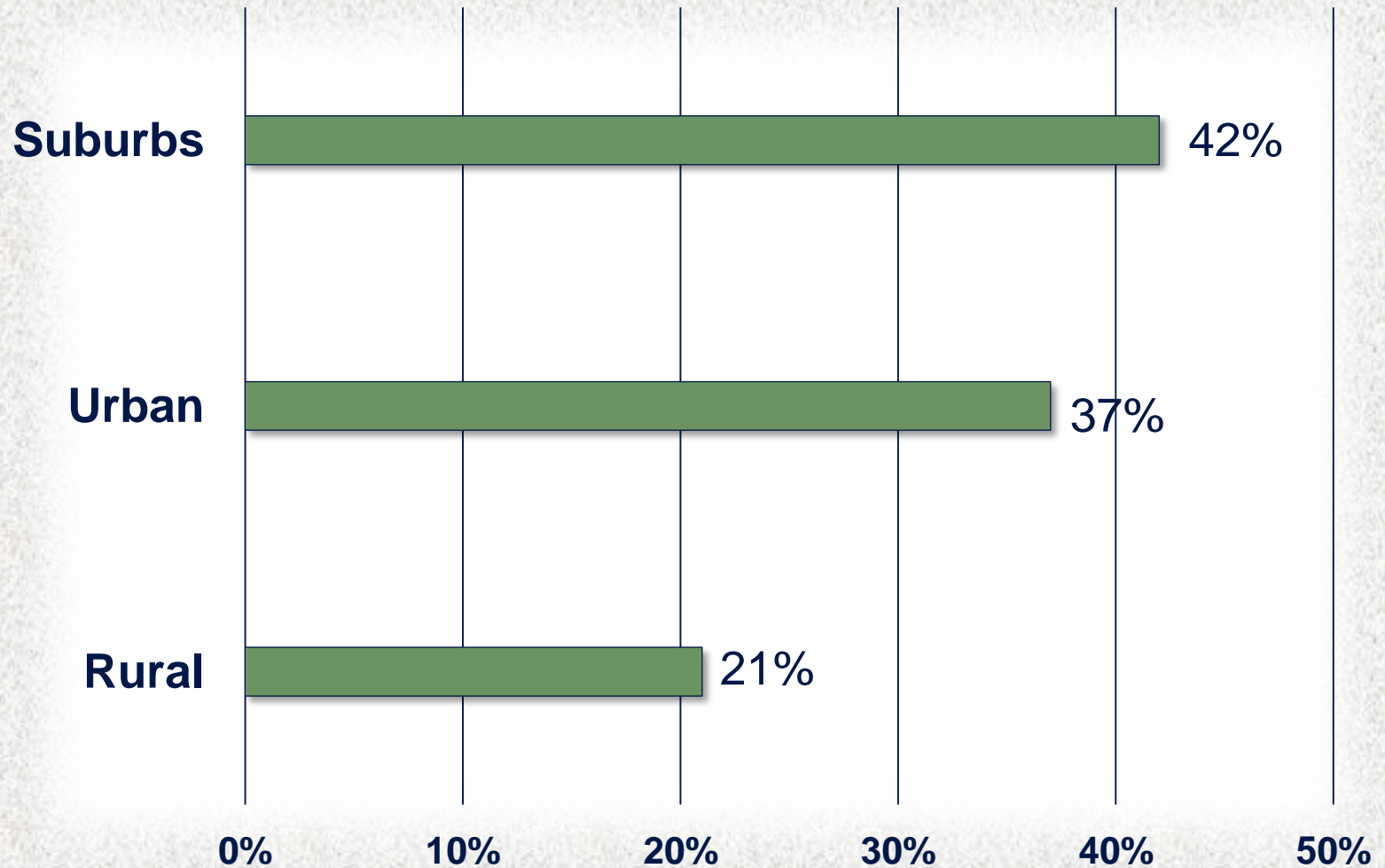
DEMOGRAPHICS

EDUCATION



DEMOGRAPHICS

GEOGRAPHICS OF EMPLOYMENT



ROLES & RESPONSIBILITIES

65% interpreted for extracurricular activities
(all that applied)

75% Athletics

52% Clubs

44% Arts

In addition to interpreting
(all that applied)

61% Tutor

[NOTE: 69% of this group indicated
no training to tutor]

37% Assist other students in the classroom

31% Bus, playground and lunch duty

28% Teacher support



ROLES & RESPONSIBILITIES

EDUCATIONAL TEAM

59% attended IEP meetings as a member of the team

78% had access to the IEP Report

Interpreter seen as a resource for
(all that applied)

87% Sign Language Modality

75% Profession of interpreting

54% Language development

42% Deaf/HH education

30% Tutoring

Who did interpreters talk to about student progress
(all that applied)

75% Teacher of the Deaf/HH

71% Classroom/general education teacher

43% Other interpreters/team/lead

32% Deaf/HH students

KNOWLEDGE

89% received specialized training to work in a K-12 setting
(all that applied)

55% Language development

54% Child development

45% Tutoring

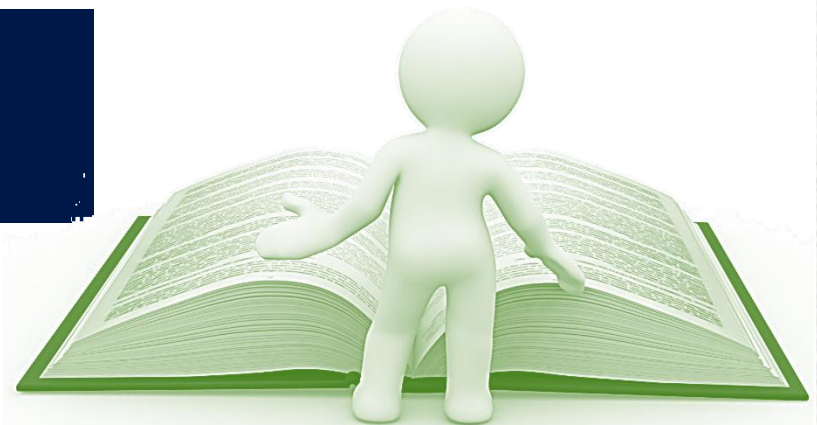
45% Literacy

38% Educational theory

42% Content specific coursework

52% indicated no training in
(check all that apply
average for all three areas)

Child development
Cognitive development
Language development



WORKING CONDITIONS

- 75% had an official job title of “Interpreter”
- 61% worked primarily with one student
 - 42% worked in pre-k/elementary
 - 38% worked in high school
 - 20% worked in middle school



66% Deaf
34% Hard of Hearing

37% of students
spoke for themselves

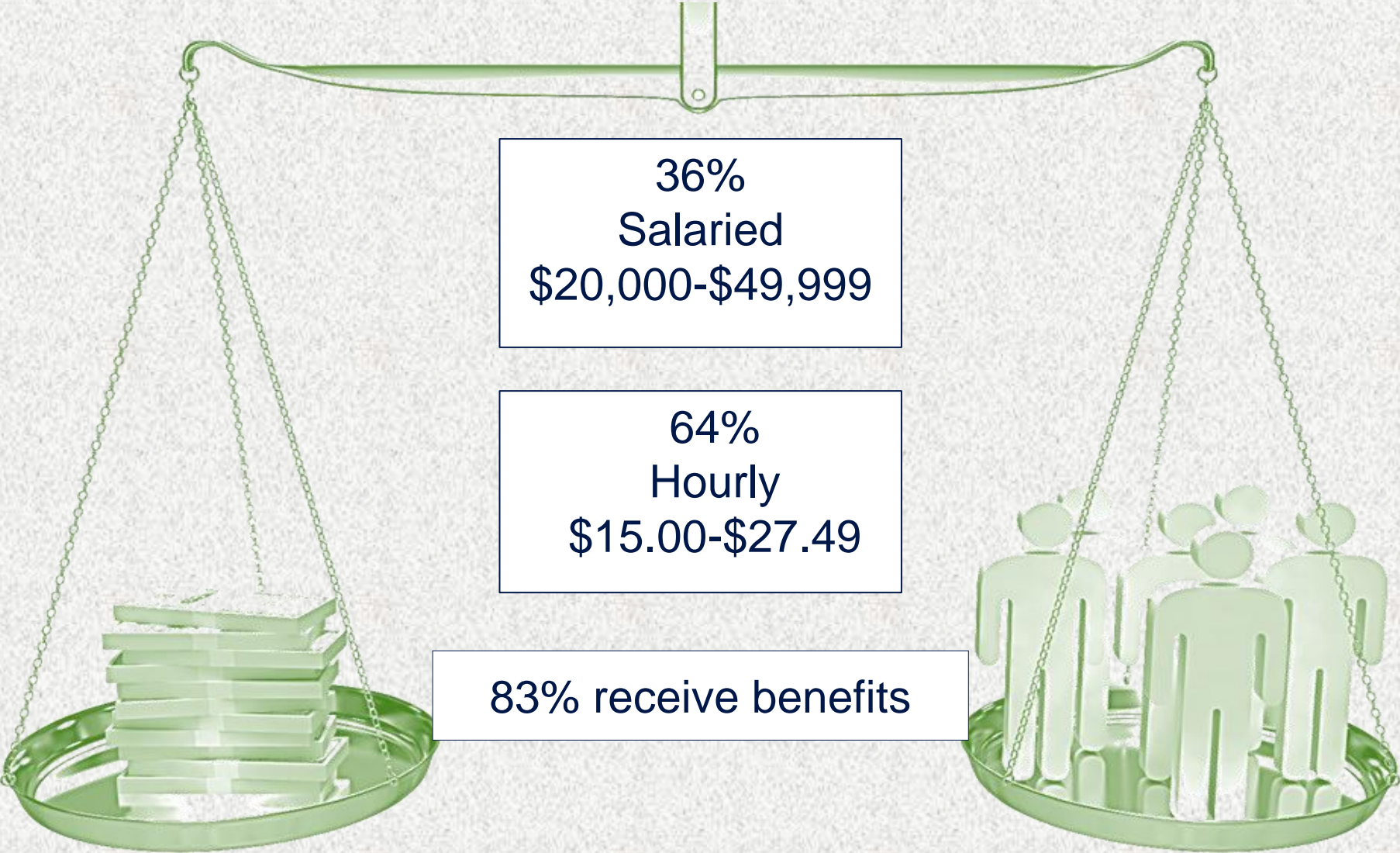
WORKING CONDITIONS

87% wanted continuing education/
professional development opportunities

NOTE: 57% of the respondents indicated that their
state did not include continuing education in
state licensing requirements

86% said there is a need for a professional organization
specifically for K-12 Interpreters

COMPENSATION

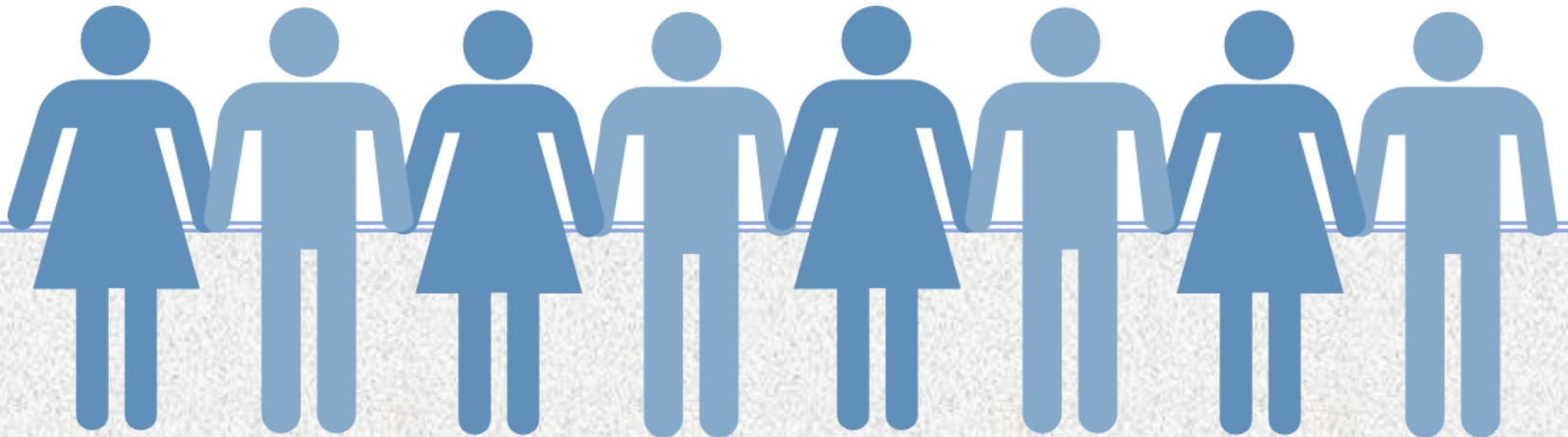


36%
Salaried
\$20,000-\$49,999

64%
Hourly
\$15.00-\$27.49

83% receive benefits

National Summit on Educational Interpreting



PURPOSE OF THE SUMMIT

Continue discovering patterns of practice

Gather qualitative data in addition to the quantitative data from the survey

Validate survey findings – or not

CRITERIA

- At least 18 years of age
- Minimum of three years of experience as a K-12 interpreter
- Currently working in the classroom as a K-12 interpreter
- Met state requirements for working in a K-12 educational system

SUMMIT PARTICIPATION SELECTION



One educational interpreter representative from each of the 50 states

Recommendations from state education agencies and RID affiliate chapter presidents

Consideration given to diversity, e.g., age, experience, gender and geographic location

PARTICIPANT DEMOGRAPHIC

50 participants

47 females / 3 males

92% interpreted in K-12 more than 75% of the time

All met their state standard

37 EIPA

21 RID

12 Ed:K12

5 held dual certifications (RID & Ed:K12)

70% have worked in K-12 for 11 or more years

SUMMIT RESULTS

A national standard, higher than current state standards, was recommended.

Understanding the educational system and on how Deaf/ HH children learn was a stated as a training need.

Only a small number of participants knew about the EIPA Guidelines for Professional Conduct

Qualified supervisors was identified as essential.

Deaf/HH students from other countries, and with low language skills, constituted large majority of students.

A national organization, specifically focused on educational interpreting was endorsed by the majority

The overarching goal was to identify
current practices in
K-12 interpreting
and to better prepare interpreters for
educational settings.

The contents of this publication were developed under a grant from the U.S. Department of Education, #H325K100234. However, this content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government or the Project Officer, Maryann McDermott.

PPT available at: unco.edu/doit

QUESTIONS



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OTHER RESOURCES

- **Clerc Center:**
<http://www.gallaudet.edu/clerc-center/information-and-resources/products-and-publications/classroom-interpreting-guides.html>
- **Classroom interpreting:**
<http://www.classroominterpreting.org>
- **Hands and voices:**
<http://www.handsandvoices.org/>
- **RID Standard Practice Paper:**
<https://drive.google.com/file/d/0B3DKvZMfIFLdcFE2N25NM1NkaGs/view>
- **Pepnet 2:**
<http://www.pepnet.org/>



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