

### 1. Frequent misconceptions

- ✗ *Myth: Interpreters in schools are there to work with only the deaf/hard of hearing student and classroom teacher.*
- ✓ *Fact: Just like school nurses and school counselors, school interpreters work with everyone in the school.*
- ✗ *Myth: Interpreting in schools does not require specialized knowledge or skills.*
- ✓ *Fact: School interpreting is multi-faceted, requiring a range of competencies encompassing knowledge, skills, and attitudes. Among these is understanding the roles carried out by all members of the educational team (Berge & Ytterhus, 2015; Guynes et al., 2020; NAIE, 2019; Johnson et al., 2018).*
- ✗ *Myth: Interpreters in schools do not need to be part of the educational team.*
- ✓ *Fact: According to the IDEA, school interpreters are Related Service Providers and are expected to be integrated members of the educational team, capable of contributing their assessment of deaf/hard of hearing students' linguistic comprehension and communicative abilities (Brimm, 2018; Fitzmaurice, 2018).*

### 2. Shifting the paradigm

To encourage a lens shift to perceiving school interpreters as professionals who serve the entire school, we considered these intriguing questions:

- ? *How can school interpreters learn to see themselves as members of the educational team?*
- ? *How can members of the educational team learn to see school interpreters as colleagues?*
- ? *What do school interpreters need to know and be able to do to become fully contributing members of the school community?*

These questions led to the Preparing School Interpreters project at the University of Northern Colorado, funded by a five-year grant from the US Department of Education (OSEP: H325K2100024).

See an overview of the grant:



### 3. Redesigning with ADDIE

To approach the first phase of the project—redesigning an educational interpreting curriculum to reflect an interdisciplinary lens—an internal instructional design team partnered with external subject matter experts to follow the **ADDIE** model of instructional design.

**A**nalysis of the current situation to help us understand the gaps by reviewing our curriculum and consulting stakeholders  
 ↳ Led to the program vision, 8 values, and 10 desired competencies of our graduates

**D**esign a blueprint for a new approach to curricula for learning to interpret in schools  
 ↳ Led to a set of course objectives that emphasize a sophisticated team member perspective by including interdisciplinary coursework, experiences, and resources

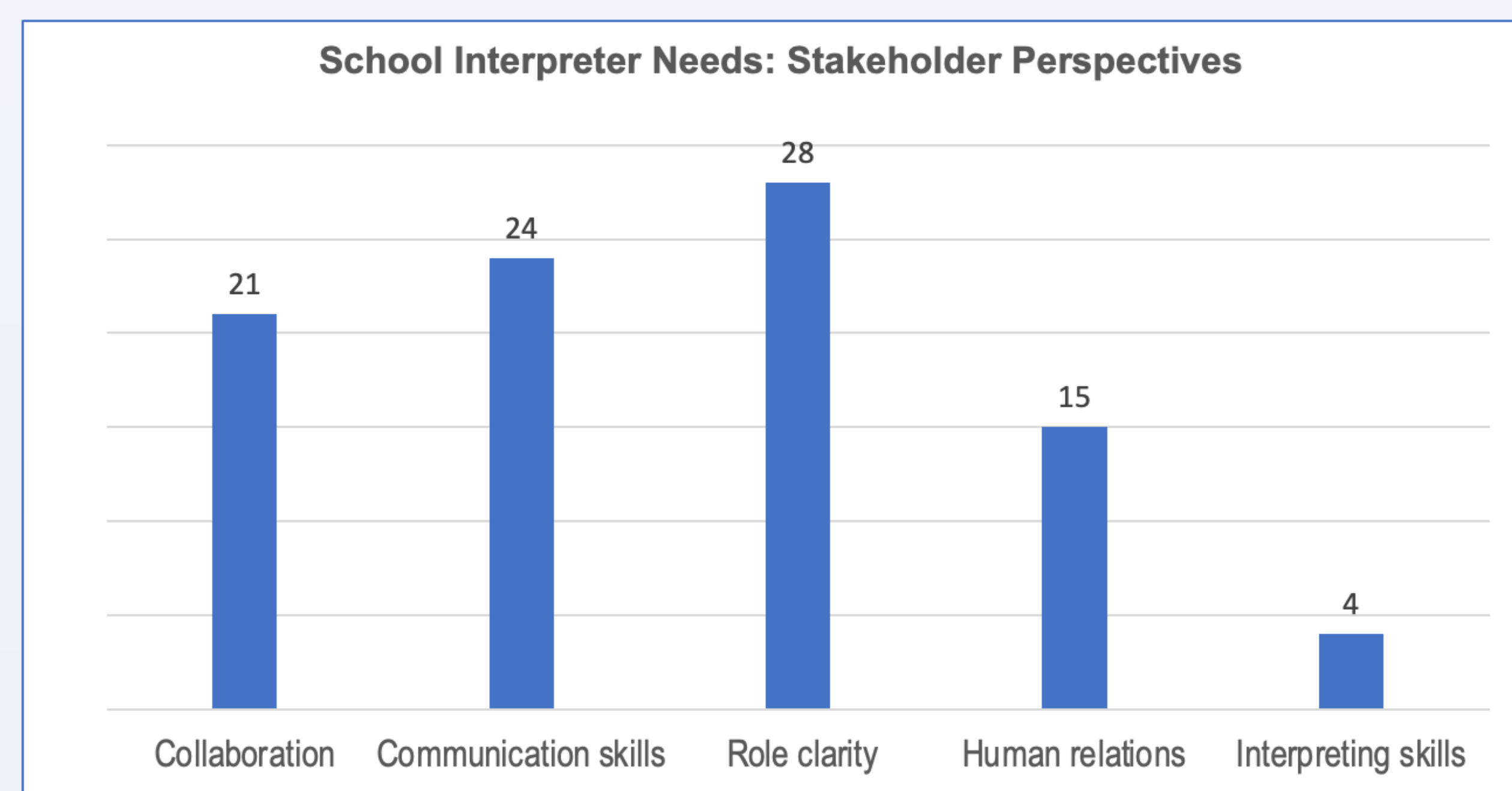
**D**evelop a 15-credit School Interpreting Series of courses  
 ↳ Led to five online courses, each with themed modules and detailed lesson plans, with a scope and sequence that aligns with the general interpreting curriculum

**I**mplement a pilot of the School Interpreting Series of courses  
 Our first cohort of the Preparing School Interpreters project started their online courses this fall (2022).

**E**valuate the program's success using formative and summative measures  
 Pre- and post-EIPA scores and portfolios show students' progress, and external evaluators review each program phase.

### 4. Learning from stakeholders

During the **Analysis** stage of the ADDIE model of instructional design, we gathered data from 68 stakeholders via a survey, interviews, and focus groups. Stakeholders included classroom teacher, nurse, parent, principal, psychologist, social worker, special education teacher, speech-language pathologist, and teacher of the deaf, as well as recent graduates of UNC's interpreting program who currently work as school interpreters.



Learn more from the stakeholders:



- 💬 *"We see so many things that the other professionals [on the educational team] don't see." -- newer school interpreter*
- 💬 *"All adults in the school are in the role of educators." -- special education director*
- 💬 *"I wish I knew more about how to participate in IEP meetings with the other professionals. Those meetings have their own culture." -- newer school interpreter*

### 5. Introducing a new curriculum

We focused on the needs communicated by the stakeholders in our study as we continued into the **Design** and **Develop** stages of the ADDIE model.

As one example, interdisciplinary knowledge and skills that students need in order to work effectively with the educational team are addressed in the set of scaffolded course objectives below:

Course	Objectives
INTR 430	Define other educational team members' roles and responsibilities
INTR 431	Apply interpreting strategies and decisions that align with identified goals of the various educational team members
INTR 432	Describe the various perspectives held by members of the educational team and how these perspectives influence interactions, including IEP meetings  Collaborate with other members of the educational team to prepare to interpret a range of interactions in the school environment
INTR 434	Employ productive, respectful communication approaches with other members of the educational team

With this redesigned curriculum, UNC is investing in the reality that the school interpreter works with everyone in the school, not just the student(s) assigned for the academic year. The individual and collective interactions in the school require the knowledge and skill sets of an interpreter who both performs and is perceived as a Related Service Provider and valuable member of the educational team.

Access details about our curriculum, including a sample syllabus:



### 6. Discover more

All products created under this grant will be available to the public at [unco.edu/psiproject/](http://unco.edu/psiproject/)

Please contact us with questions or feedback at [psiproject@unco.edu](mailto:psiproject@unco.edu)