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Assessing Our Worth"

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SPATIAL MAPPING IN ASL DISCOURSE

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ABSTRACT

Spatial mapping serves as a foundation for linguistic and conceptual structures in ASL and is an essential feature of discourse in ASL. Signers choose to use spatial strategies to render messages meaningful for the audience. These spatial structures help the audience process the flow of information that they are watching, structuring it into coherent and cohesive chunks of meaningful language. Space is used by signers both for reference and for prosody. Referential mapping results in visual patterns in space, evoking conceptual referents in the mind of the audience. Prosodic mapping of space results in visual patterns that aid the audience in understanding the signer's meaning. These patterns range from basic conversational patterns to the more rhythmic, flowing patterns of poetry and literature in ASL.

Awareness of and fluency with spatial features in ASL are essential tools for interpreters. Interpreters must be able to recognize spatial meanings in ASL source messages and create spatial meanings in ASL target messages. Although research in this area of ASL is just beginning, some spatial structures have been identified and described. In this paper, I discuss some forms of spatial mapping for both referential and prosodic functions in ASL.

SPATIAL MAPPING IN ASL DISCOURSE

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I. DISCOURSE COHERENCE AND SPATIAL MAPPING

ASL discourse, like discourse in all languages, is a process of interactive, evolving communication. The meaning of any communication emerges through the interaction of the signer and the watcher. Communication evolves when a signer intricately weaves together a variety of language features in order to guide the watcher to an understanding of the intended meaning. These language features include both the symbols of the language (signs and grammatical features) and the context within which the communication is produced. It is not enough to understand the "frozen" meaning of individual signs; the watcher must understand the "whole" of the message in order to understand the intent of the signer.

During the process of communication, signers have in mind the underlying meaning of their communication - they have a mental image of what they want to communicate. The challenge is to build a similar meaning in the minds of the audience through the limited resources of "language." We have all experienced the sensation of knowing what we mean but of not being able to express it. We struggle with word or sign choice, we try to produce the perfect intonation or inflection, and we are still not sure if we "get the right meaning" across to our audience. This is the limitation of

language for communication - it is not always adequate for expressing our thoughts.

As we struggle to communicate, we pick and choose from a variety of language options in order to make our meaning as clear as possible to the audience. We try to guide them in their understanding of our message by providing them with several co-occurring features of language and context. For example, if I want someone to turn down the air conditioner, I might choose to sign, COLD HERE (*It's cold in here*) and look pointedly at the thermostat with a questioning look. In making this "statement of fact" I have in reality used language to make a request. I have used a description of the room temperature in conjunction with facial expression and eye gaze to lead the audience to an understanding that I want the temperature turned down. This is a common example of a speech act (Austin 1962; Searle 1969) - the use of a variety of linguistic and contextual features to express a meaning that is more than the sum of the individual signs.

Language users employ a variety of features from their languages in order to communicate such broader meanings. In spoken languages these features include word choice; prosodic features such as intonation, pacing and phrasing; sentence structure; pausing; involvement strategies such as repetition, imagery and detail, constructed dialogue; and discourse structures such as narratives, jokes, descriptions, and comparisons. Sign languages use similar features: sign choice; prosodic use of pacing, phrasing, and pausing; sentence structure; involvement strategies; and discourse structures. Many of

these are similar in signed and spoken languages. It is not the features of languages that are so different; rather it is the forms that these features take and the combinations of these features that each language uses to express meaning through that language that are different. In comparing ASL and English, for example, it is not that one language has the features of pacing and phrasing while the other does not have those features - it is the forms of the pacing and phrasing that are different. For pacing, English uses a combination of sound and silence; ASL uses a combination of movements and holds (Liddell 1984; Valli 1993b). Likewise, both English and ASL have prosodic features: English uses volume, pitch, and tone to help create prosodic rhythms with sound; ASL uses handshapes, patterned movement contours, and sign size to create the same prosodic features visually. ASL signers shape the visual patterns we perceive in order to build meaning. They mold the signing space in order to create a visual impact for the audience. It is the visual space that we perceive in conjunction with signs that help us interpret a signer's underlying message. It is this overall use of space that I define as spatial mapping.

This definition of spatial mapping is broader than most definitions. Spatial mapping is usually described as the use of space for locating referents in order to create a "picture" of some physical, real-world event (Baker and Cokely 1980; Klima and Bellugi 1979). This is one type of spatial mapping and it is a very important feature in ASL. However, it is only one form of the much larger feature of spatial mapping in ASL. Spatial mapping includes not

only the "drawing" of a picture, it also includes the use of space to build relationships between abstract ideas, to compare entities, to add imagery and detail, to describe both physical attributes such as color, size and shape as well as non-physical attributes such as emotions, attitudes and beliefs, to show the passage of time, and to contribute to the prosody of ASL. The remainder of this paper presents examples of spatial mapping in ASL that illustrate this broader definition.

II. FUNCTIONS OF SPATIAL MAPPING: PROSODY AND REFERENCE

A. Prosody

Spatial mapping functions prosodically, segmenting discourse into perceivable utterances (Mather and Winston 1995; Valli 1993b). Rather than mapping a specific concept to an area of space, a signer's use of a space can mark the boundaries of utterances. A shifting of the signer's torso in the signing space can mark the shift from one utterance to the next, without assigning a referential meaning to the space itself. Signers shift their location in space between utterances, using the shift to mark utterance boundaries. The locations to which and from which they move are not necessarily locations that refer to entities; they are locations that are simply different from where they were before, indicating a shift in topic, a new thought or utterance, or a shift of frame. Thus, spatial mapping functions to differentiate one chunk from another.

This prosodic function of space is also used for adding stress or emphasis to an utterance, for creating rhyme and rhythm, and for separating larger discourse chunks or structures. Rhythm and rhyme patterns in ASL have not yet been analyzed in great depth, but there is a growing body of research that very clearly demonstrates that both rhyme and rhythm occur in ASL and are achieved through visual strategies. Boundary markers for narratives are analyzed by Bahan and Supalla (Bahan and Supalla 1995), who find that eye gaze is an important feature of boundary marking in ASL. Wilbur (Wilbur 1994) analyzes eye blink as a boundary marker in ASL. In on-going research, Boyes-Braem (Boyes-Braem 1995) analyzes the shifting of signers' bodies for marking discourse chunks. Valli's research (Valli 1993a) on rhyme and meter in ASL poetry is a seminal work on this topic. He identifies several features of ASL that effectively produce rhymes and rhythm in ASL poetry. These include eye gaze, body shift, head shift, use of handshapes, and use of movement path contours. All of these features shape the space, affecting the visual impact created by the signer during interaction.

B. Reference

The second function of spatial mapping is for reference in discourse and is accomplished by associating a concept with an area located in the signing space. Many researchers have investigated this complex use of space for reference at the morphosyntactic levels of ASL and there is no need for a detailed discussion of the topic here (see Klima and Bellugi 1979; Liddell 1990;

Padden 1990; Supalla 1978). Once we begin to expand the size of the analyzed text beyond the utterance level however, the discussion of spatial referencing and mapping becomes even more complex and varied. Use of spatial mapping at the discourse level is one of the underlying linguistic structures of ASL, especially for repeated reference and the building of cohesive, coherent discourse.

Once a signer has pointed to a location in space to refer to an entity in an initial utterance, she can point to this space in subsequent utterances, repeatedly referring to the concept or entity associated with that spatial location. Watchers in turn use the signer's pointing in order to build their own understanding of the signer's meaning, interpreting each subsequent point to a location based on their understanding of the previous references. In this way they interpret spatial mapping, along with the many other cohesive features of ASL, and build their own understanding of the message. Spatial mapping has more than a cohesive function in ASL, however. Spatial mapping plays an essential role in reflecting coherent discourse structures in ASL. Spatial mapping is used by the signer to build specific discourse structures in ASL discourse; these structures are intended to reflect the underlying coherence of the message. Used within these structures, spatial mapping is a powerful feature in ASL discourse.

The prosodic and referential functions of spatial mapping frequently co-occur, serving to build discourse of tremendous visual complexity. The analysis of the forms and functions of spatial mapping at the phonemic and

morphosyntactic levels does not fully account for the complexity that occurs in ASL discourse. Studying spatial mapping at the discourse level of ASL provides insight into the interrelationships of the forms and functions of spatial mapping, providing new understanding into the linguistic complexity of the language.

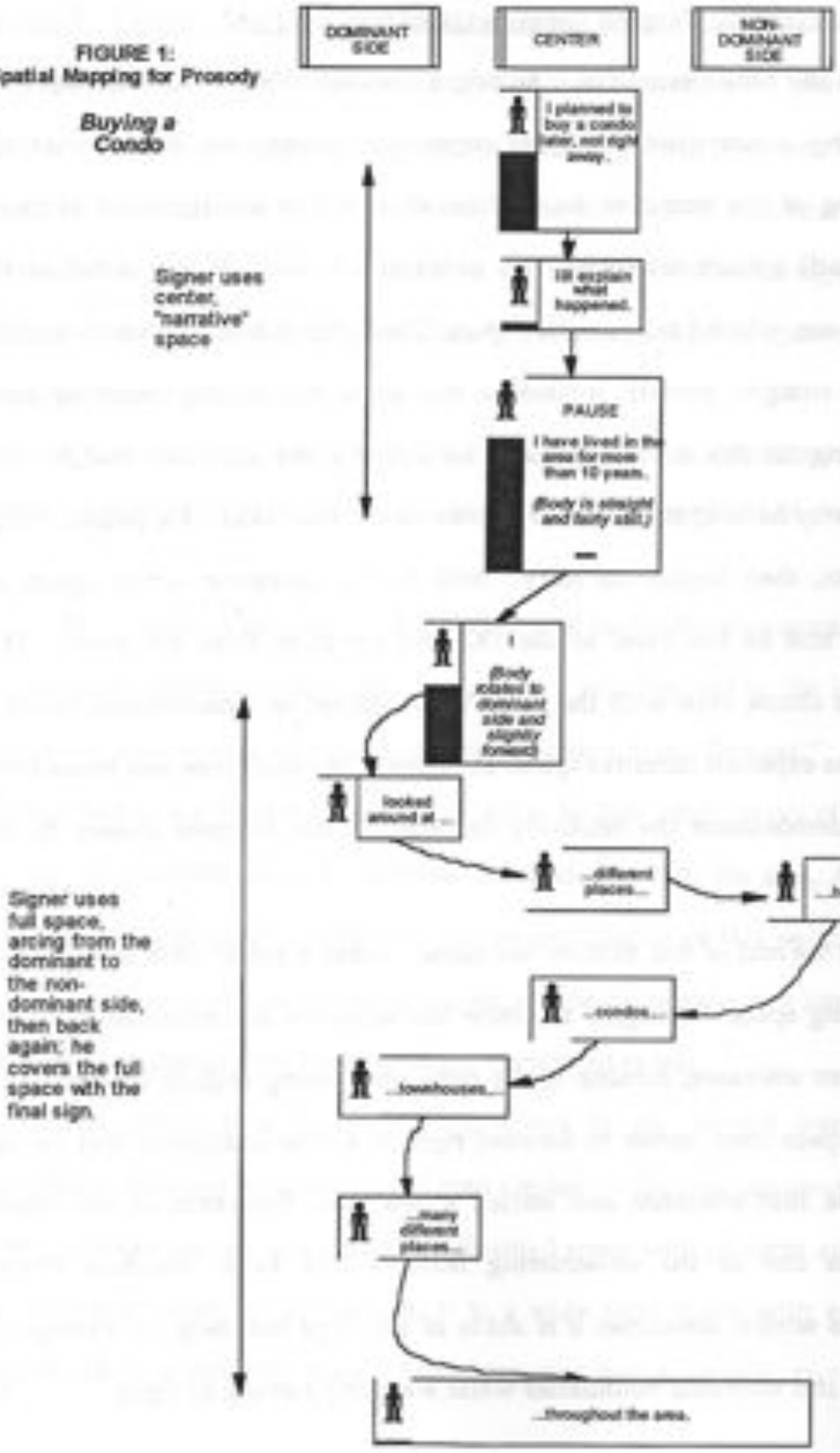
III. FORMS OF SPATIAL MAPPING

A. Prosody

Spatial mapping is an essential feature of ASL prosody. Without it, signers cannot easily mark their utterances for the watcher, and likewise, watchers could not chunk the utterances in order to understand the coherence of the message. Signers use prosodic spatial mapping both between utterances and within utterances. Prosodic spatial mapping is accomplished by pointing the body, torso, and/or head (including eye gaze) toward an area during signing. It also occurs when a signer articulates signs within an area of space, then shifts to another area to articulate the signs of the next utterance. This shifting marks the boundaries between utterances. Prosodic spatial mapping also occurs within utterances. Signers can use a different location for each sign within an utterance, filling the entire sign space from right to left with a single utterance. The following example demonstrates first, a prosodic mapping of space that marks a distinction between utterances and second, a prosodic pattern that develops within utterances.

FIGURE 1:
Spatial Mapping for Prosody

Buying a Condo



Example: Prosodic Mapping Between Utterances

In the video narrative, "Buying a Condo," (Valli 1993a) the signer is recounting a narrative about his experience buying his condo. At the beginning of this narrative he explains that he had not intended to buy a condo until a much later date. This series of utterances is articulated in the center space, which I call narrative space. The signer is facing forward, and his torso is straight, neither rotated to the sides nor to the front or back. Remaining in this narrative space, he informs the audience that he will explain why he bought his condo sooner rather than later. He pauses, clasps his hands, then begins his story. Still in the narrative center space, he explains that he has lived in the DC area for more than ten years. This discourse chunk ends with the sign, AREA, signed in a constrained manner within the expected narrative space. In Figure 1, the first three text boxes from the top demonstrate the relatively constrained use of space chosen by the signer.

At the end of this section, the signer makes a subtle shift in his use of the signing space. He begins to rotate his torso for the articulation of the subsequent utterance, turning to the right and leaning slightly forward. This shift in space from center to forward right is a clear indication that he has ended the first utterance and started a new one. This shift of the spatial pattern is one of the co-occurring features that helps watchers chunk utterances within discourse; it is shifts of this type that help to distinguish meaning and utterance boundaries while watching a string of signs.

Example: Prosodic Mapping Within Utterances

In order to mark the boundaries of two utterances in the example discussed above, the signer shifted from a constrained use of center, narrative space to a larger, more rhythmic use of space in his next utterance. In this next utterance, he begins by rotating to the right and forward, signing each sign of the utterance in a different place in the overall signing space. He signs the utterance (Figure 1):

PRO.1 LOOK++ DIFFERENT++ HOUSE, 1ST, 2ND, C-O-N-D-O, T-H, DIFFERENT++ AREA.

I looked at several different places, including houses, condos, and townhouses all over the area.

He articulates each sign at a different spot in the signing space, starting on the right, dominant side and moving in a rounded arc to the left, non-dominant side where he names the first housing type, "houses." He then swings back to the right side in another arc as he lists other types of housing (condos and townhouses). He finishes his utterance with the sign, AREA, as he finished the preceding utterance, but the articulation of this second AREA is very different. Instead of being signed on the right side in a constrained manner, it is signed over the entire area from right to left.

The spatial map created by the signer in the second utterance is completely different from the spatial map created by the first utterance. In the first, the visual pattern is a narrow constrained space with all signs articulated in the same space; in the second, it is a wide fluid space with each sign articulated in a different place. Each utterance has a unique, recognizable

prosodic pattern that is formed in space, producing a spatial map. This map forms the internal boundaries of each utterance. In addition, the difference between the two spatial maps forms the external boundaries between the two utterances; the shift in spatial maps marks a differentiation between the ideas being expressed.

B. Reference

Spatial mapping functions to provide reference in discourse by assigning a specific meaning to an area on a spatial map. Referential spatial mapping begins very simply when a signer points to an area of space. This "point" can be produced in a variety of ways:

- using the index finger to indicate an area (the honorific handshape and the thumb can be used in variations of this) followed by a label for that space;
- physically stepping into a specific space and producing the sign(s) that label the space.
- pointing to the space and articulating a related sign either in an unmarked space in front of the chest or within the marked space (or vice versa).
- rotating the torso and/or head toward the space.
- directing eye gaze at the space.
- switching hands (from dominant to non-dominant) in order to articulate the sign with the hand on the side nearest the established space.

- using indicating verbs which move toward/away from subjects and/or objects.

Once an initial referential map is established, it is often repeated in the subsequent discourse. This repetition of pointing to the spatial map helps the audience build their understanding of the signer's intention. This cohesive use of spatial mapping is a frequent function of space in ASL.

Repeated references to this type of spatial map in discourse often evolve into larger discourse structures that signers use to help the audience interpret the larger, underlying coherence of the communication. A few examples of such structures are comparative spatial maps, performative spatial maps, temporal maps, and perspective maps. These spatial structures guide the audience to the signer's intended meaning. For example, if a signer wants to emphasize the importance of a particular event in a story, that event may be conveyed with a temporal map to emphasize its importance. A discussion of the advantages and disadvantages of buying a house or a condo can be laid out on a comparative spatial map, leading the audience to an understanding of which type the signer prefers. An important decision that the signer has reached may be communicated through a performative map, "showing" the signer discussing with herself the decision-making process. These structures are the features of language that we use to understand the underlying meaning of communication; they are the scaffolds on which signs are hung so that we can interpret a signer's message. Without these scaffolds,

we see a stream of signs that often seem to have no connection, no cohesion, in short, no coherent meaning. The use of such structures guides our understanding. The use of spatial structures in ASL is especially important for understanding a complex, visually-based language such as ASL and for creating an understandable message in ASL. In the following sections, I discuss examples of two comparative spatial maps and one example of a constructed dialogue spatial map to illustrate referential spatial mapping.

1. Comparative Spatial Mapping

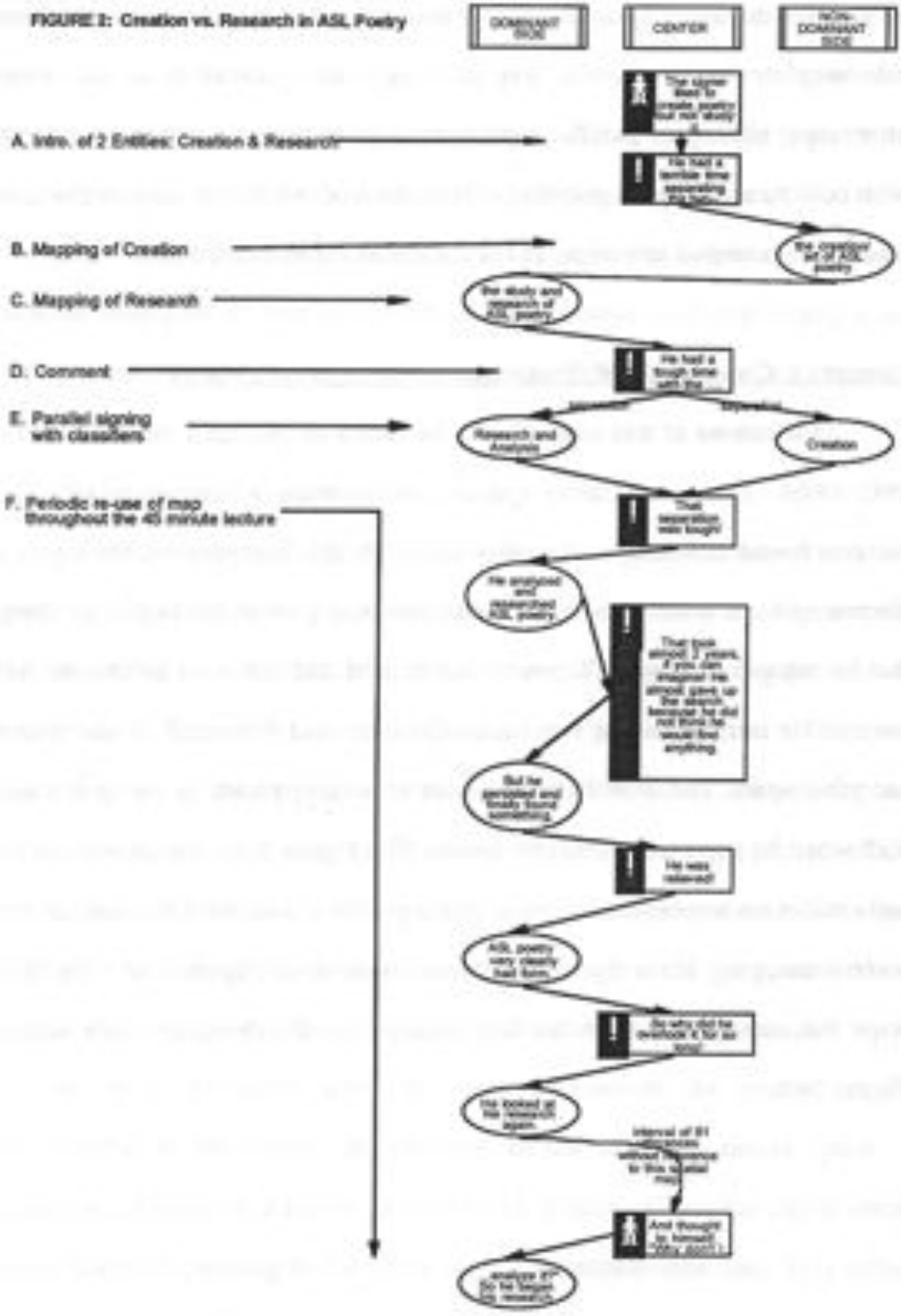
Comparative spatial mapping in ASL comparisons follows a fairly clear pattern. The signer usually introduces the two entities to be compared without using a spatial map, then proceeds to build a spatial map to make the comparison. The signer accomplishes this by pointing first to the non-dominant side of the signing space to refer to the first entity. She then points to the dominant side to refer to the second entity. The second entity, referred to on the dominant side, is often the focus of the comparison. The signer continues to refer to the two entities by pointing to the two areas on the spatial map, comparing them throughout the discourse. It is also possible for the signer to comment about her feelings towards the entities or her relationship to the entities by returning to the narrative center space. In closing a comparison, a signer has two usual options. Often the signer ends a comparison by pointing to the entity on the dominant side last. This reflects the original establishment of the comparison, where the first entity is mapped

on the non-dominant side, and the second entity is mapped on the dominant side second. An alternative way to close a comparison is to use either alternating signing or parallel signing to emphasize the comparison, ending with both hands in space pointing at both sides of the spatial map at the same time. Two examples of comparatives are described in detail below.

Example 1: Creation of ASL Poetry and Research of ASL Poetry

Discussions of this example can be found in previous work (Winston 1992; 1995). This comparative spatial map provides a clear example of the patterns found in ASL spatial comparatives. In this comparison, the signer is discussing some research he conducted about ASL poetry. He begins by saying that he enjoyed creating ASL poetry, but that he did not want to analyze ASL poetry. He introduces the two ideas (Creation and Research) in the center, narrative space, and introduces the idea of a comparison by using the sign BUT when he signs this particular section (See Figure 2:A). He then maps the two entities on a comparative map, starting with the entity, Creation (of ASL poetry), mapping it on the non-dominant side first (Figure 2:B). He then maps the concept, Research (of ASL poetry), on the dominant side second (Figure 2:C).

FIGURE 2: Creation vs. Research in ASL Poetry



This initial mapping is followed by a comment about the difficulty of the process of separating the two concepts in his mind. The signer comments that he had a tough time making the separation. The first segment of this utterance, "I had a tough time..." is signed in the narrative space (Figure 2:D); the second segment is signed by pointing to the map, using classifiers on each hand with parallel signing to show that he succeeded in making the distinction for himself (Figure 2:E).

He continues to refer to the two entities by pointing to the two sides of the spatial map, occasionally commenting about his feelings in the narrative space (Figure 2:F). These comments are signed in narrative space, between the areas of the two entities. This particular example recurs several times throughout a 45 minute lecture, always using the same areas for the comparison. He ends the comparison with a final reference to the research and analysis of ASL poetry; this closing reference to the concept is mapped on the dominant side, following the predicted pattern for ASL.

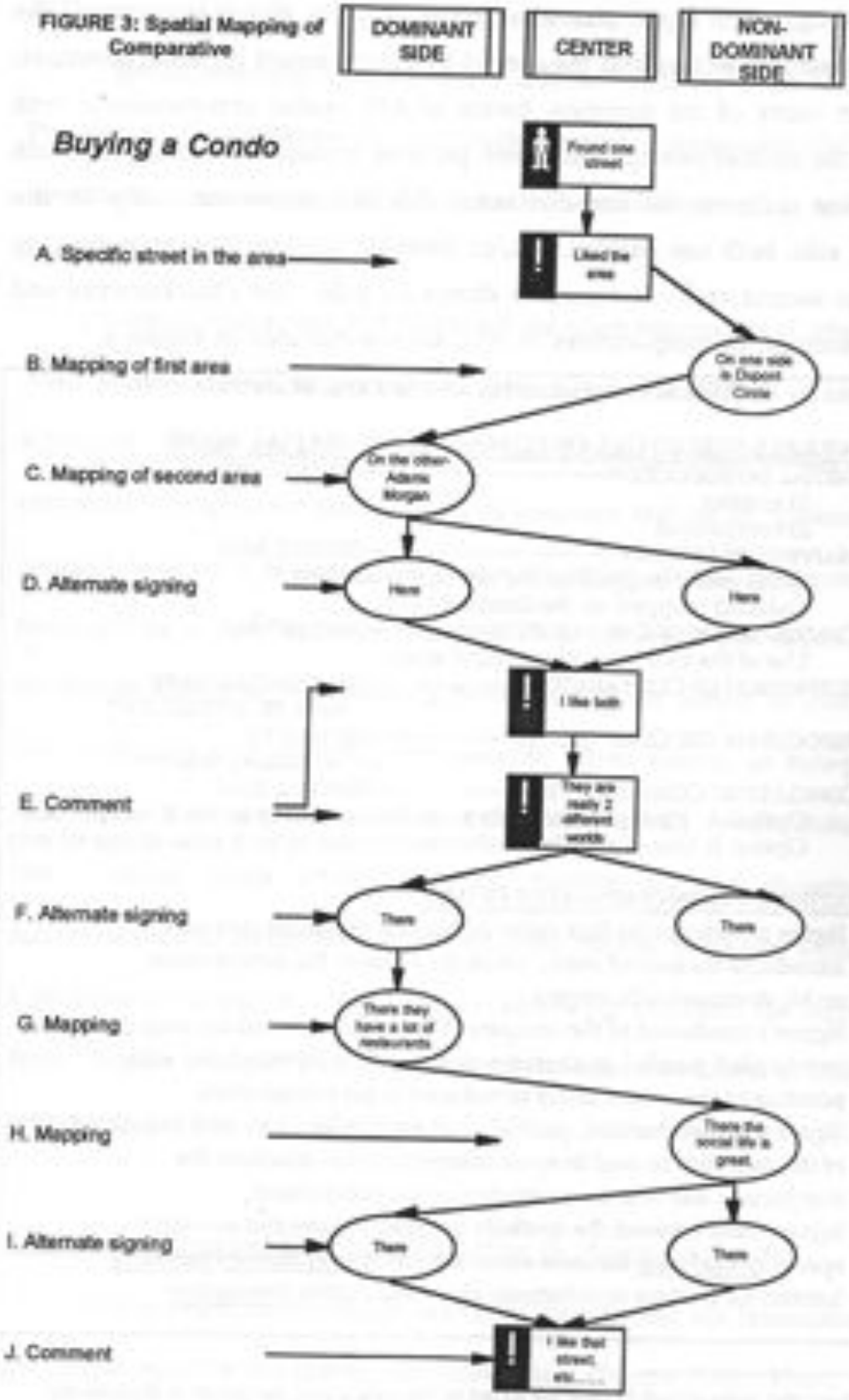
Example 2: Buying a Condo

A second example of a comparative spatial map can be found "Buying a Condo." In the narrative, the signer discusses a location where he would like to live. He describes the location as being between two areas that he liked. In this comparison, he establishes the street he likes in narrative space (Figure 3:A), then he uses a comparative structure to discuss each of the two areas surrounding it. He maps the first area on the non-dominant side of the space,

naming the area of the city (Figure 3:B). Following this, he maps the second area on his dominant side, again naming it (Figure 3:C). Then, he uses alternate signing to point to each area (Figure 3:D).

He returns to the narrative space to comment that he likes both areas and that they are both very different (Figure 3:E). He points again to his map with alternate signing (Figure 3:F), then describes each area on the map in more detail - one side has lots of restaurants (Figure 3:G), the other has a great social life (Figure 3:H). He ends his spatial comparison by once again pointing alternately to both sides of the map (Figure 3:I), finally returning to the narrative space for a closing comment about liking the street that is in between (Figure 3:J).

FIGURE 3: Spatial Mapping of Comparative



Although each of the above examples occur in different contexts, the first in a classroom lecture and the second in a story meant for entertainment, both reflect many of the common forms of ASL spatial comparatives: both introduce the entities non-spatially, then proceed to map them in space. Both map the first entity on the non-dominant side and the second entity on the dominant side, both use parallel and/or alternate signing, and both close by naming the second entity last and the dominant side. The characteristics and patterns common to comparatives in ASL are summarized in Figure 4.[1]

FIGURE 4: COMPARATIVES AND SPATIAL MAPPING

I. OVERALL STRUCTURE OF COMPARATIVE SPATIAL MAPS

A. INITIAL INTRODUCTION----------NEUTRAL SPACE
   1) entities
   2) comparison

B. MAPPING OF ENTITIES----------SPATIAL MAP
   1)first entity mapped on the non-dominant side
   2)second mapped on the dominant side

C. CONTINUATION OF COMPARATIVE----------SPATIAL MAP
   Use of the two sides plus central space

D. SUSPENSION OF COMPARATIVE----------NEW SPATIAL MAPS MAY BE INTRODUCED

E. REFOCUS ON THE COMPARATIVE----------RETURN TO ORIGINAL SPACES

F. CONCLUDING COMPARATIVE----------SPATIAL MAP
   Option A- Final point is made to the Second entity on the dominant side
   Option B: Use of parallel or alternate signing to both areas of spatial map

II. PATTERNS WITHIN COMPARATIVE FRAMES

A. Signer introduces the first entity on his non-dominant side first; introduces the second entity (often the focus of the comparative) on his dominant side second.

B. Signer's conclusion of the comparative: the last point to the map is either two-handed parallel or alternate signing; or on the dominant side, pointing to the second entity introduced in the comparative.

C. Signer uses two-handed, parallel or alternate signing to refer to both sides of the map; this is used in some comparatives to conclude the comparison and in some to emphasize the comparison

D. Signer shifts between the spatially mapped entities and narrative space: spatial map for facts about the entity (descriptive) narrative (center) for feelings or comments about the entities (evaluative)

[1] It can be argued that, because both of these are signed by the same signer, the pattern is idiosyncratic. Observations of a variety of signers in different settings support this as a general pattern used in ASL.

2. Constructed Action and Dialogue Spatial Mapping

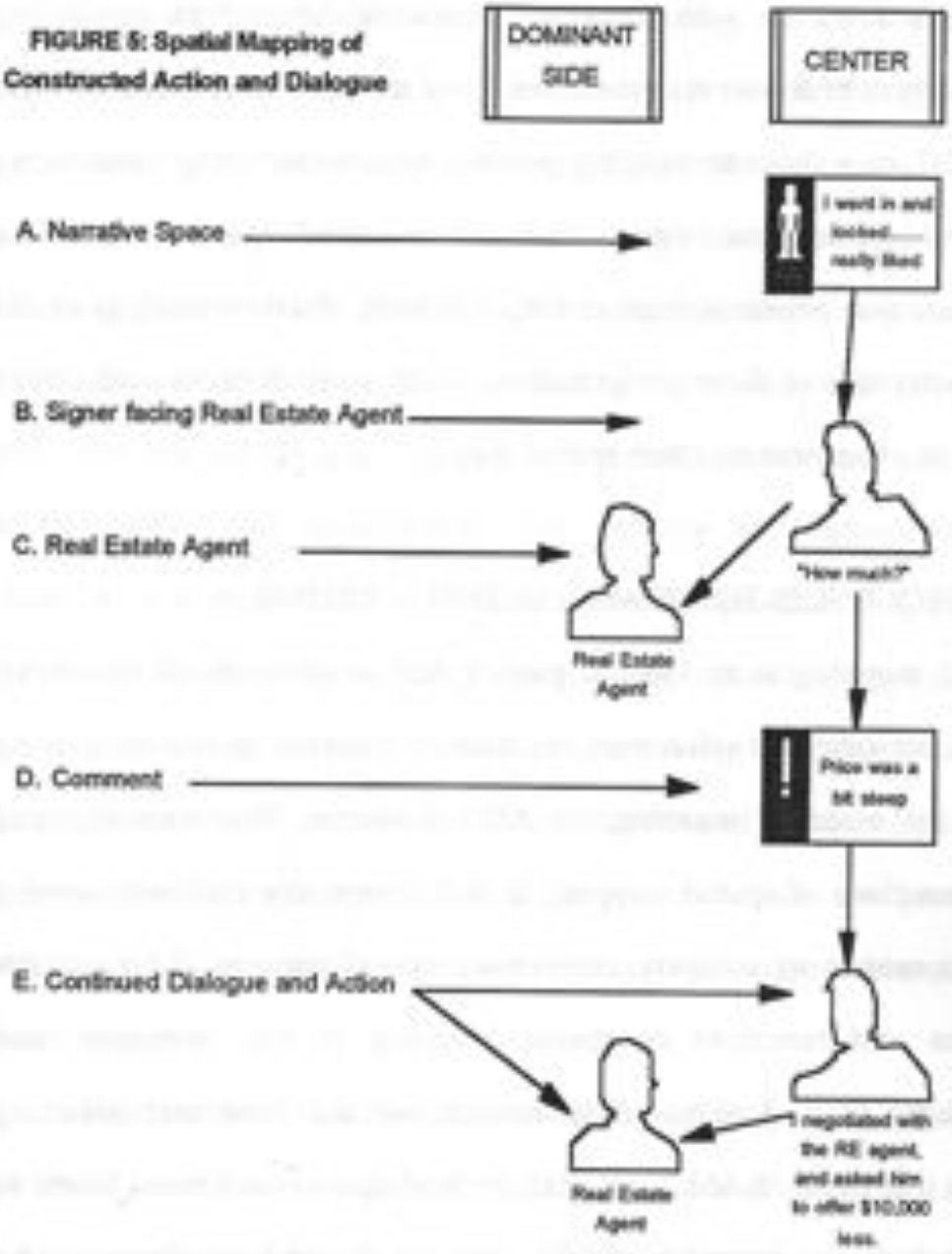
Spatial mapping occurs in many different structures in ASL discourse. Performatives, consisting of constructed action, constructed dialogues, and constructed monologues, all make use of spatial structuring to impact the visual patterns of the language.

Constructed action and dialogues are often referred to as role-playing in ASL. Signers are said to portray the actions or conversations of one or more signers by playing out their parts. The term "constructed dialogue" has been commonly adopted for this category of language feature in spoken language research because it is recognized that such action or dialogue rarely reflects exact actions or conversations (Schiffrin 1994; Tannen 1989). Most often, it is an interpretation of the speaker's perception of an action or conversation. This is equally true in ASL. For example, direct speech, or role-playing in ASL often represents a conversation with oneself, even though these conversations rarely actually happen. Signers are not showing a real conversation, but rather their own perceived mental processes while making a decision or taking an action. In the following example, the signer (again from "Buying a Condo") uses constructed dialogue and action to illustrate his interactions with a real estate agent.

Example: Constructed Dialogue and Action in "Buying a Condo"

In this example, the signer begins by introducing his interaction with a real estate agent in the center, narrative space (Figure 5:A). Then, he maps

space by placing his body in a specific area (Figure 5:B), facing it toward a second, equally specific area on the dominant side that represents the real estate agent (Figure 5:C). Thus, we have two areas on the spatial map, each being used to refer to one of the people - the space in which the signer is standing and the space at which he is pointing with his body, head and eyes. Although the audience knows that there are two people involved in this "conversation," only one of them has a part - the signer. The signer asks the real estate agent, "How much," then returns to the narrative space to comment on the answer - he thought it seemed too high (Figure 5:D). The signer then shifts his point to the dominant side again and negotiates with the real estate agent (Figure 5:E). The two sides of the spatial map are clear, with the signer pointing toward the dominant side while signing, using directional verbs such as NEGOTIATE between the signer's space and the real estate agent's space.



This spatial map uses two areas of space to create a visual pattern that helps the signer build understanding in the audience, resulting in a spatial map of the conversation. At this time there exists little research on the forms of constructed action or dialogue, especially in regard to its spatial characteristics (Mather 1989; Metzger 1995; Winston 1992). Usually these features appear for very brief segments, typically one to two utterances in

length, being interwoven with narrative comments rather than continuing for long sequences of five or six utterances. They are often introduced by signs such as "HEY", or a shoulder-tapping gesture. And, when using constructed dialogue and action, the signer shifts from third person reference, HE/SHE/IT, to first person reference: PRO.1 (I/me). Further analysis of the spatial characteristics of these performatives needs to be done to understand the patterns of placement on these spatial maps.

IV. CONSEQUENCES FOR TEACHING INTERPRETING

Spatial mapping is an integral part of ASL at all levels of discourse, having both prosodic and referential functions. It serves as the underlying framework for building meaning in ASL discourse. The prosodic and referential functions of spatial mapping in ASL frequently co-occur, serving to build texts containing complex, interwoven visual patterns. The analysis of the forms and functions of spatial mapping at the phonemic and morphosyntactic level does not fully account for the form and meaning relationships that occur in ASL. An analysis that goes beyond these levels to the level of discourse provides insight into the interrelationships of the forms and functions of spatial mapping in ASL. Such analysis in turn provides new insights into the linguistic complexity of the language.

An understanding of the nature of spatial mapping, both the functions and the forms, is essential for any interpretation between ASL and English to be effective. Although much ASL teaching and interpreter education

includes discussion of classifiers and role-playing, we know little about the tremendous variety of prosodic and referential functions that spatial mapping performs. When students fail to master these ASL features, we are at a loss, knowing only that their language production does not "look right." And knowing that they often miss the underlying meaning of a message they see in ASL or fail to produce a coherent message when they are interpreting into ASL, our best advice is to "go out and socialize with deaf people." Given enough time and socialization this strategy may eventually succeed. However, it is important to remember that the acquisition of spatial mapping occurs at advanced stages of language learning in native signers; we cannot expect it to develop early on its own in interpreting students who are second language learners of ASL. With an understanding of spatial mapping in ASL, it is possible to encourage the development of both the perceptive and articulatory skills necessary for spatial mapping while students are in the classroom.

Two activities that are often useful for helping students increase their awareness of spatial mapping for both prosody and reference are selective watching and selective shadowing (Nida 1953; Winston 1990). Selective watching focuses the students' awareness on specific features, such as eye gaze shift between utterances, or torso shifting between phrases or larger chunks. Students begin to recognize the minute differences in the shapes of the visual patterns, identifying these differences with changes in meaning and focus. Once students become aware of the impact of spatial mapping, they are able to

perform the second exercise, selective shadowing. In this activity, they shadow a model signer for specific features: head nodding, torso shifting, body pointing, etc. They (or the instructor) choose a single feature and shadow a signer through an entire text. It is especially helpful to students to videotape this shadowing, then to watch themselves producing the feature they have shadowed. As students become aware of these features of spatial mapping, they begin to recognize them more frequently in ASL source texts and to produce them more appropriately in ASL target texts. As researchers continue to identify and describe the patterns of ASL, it will be easier to teach these patterns in ASL courses. Until then, we can help students integrate the features by making them aware of them and helping them produce them, in addition to encouraging them to "get out and socialize."

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THE USE OF ADDITION IN SIGN LANGUAGE TRANSLITERATION

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Abstract

This study analyzed the types of information that are added to the target messages of sign language interpreters working from a spoken English source message. Within the field of sign language interpreting the process of working between a spoken English source message and a signed English target message is referred to as transliteration. The participants were 15 master interpreters who were videotaped transliterating the same 18-minute lecture. The last 5 minutes and 58 seconds were transcribed and coded for the use of additions.

This study showed that the transliteration process is not a verbatim re-coding of the source message. Interpreters frequently added information to the signed message making it more comprehensible to the deaf consumer.

The types of information added fell into five categories; cohesion, clarification, modality adaptation, repetition, and reduplication. Within the cohesion, clarification, and modality adaptation categories were several different forms of addition that satisfied several different functions. The categories of repetition and reduplication had only one form and function.

The current definition of transliteration published by the Registry of Interpreters for the Deaf is "the process of changing an English text into Manually Coded English (or vice versa)" (Frishberg, 1986 p. 19). Manually Coded English has, in the past been used as an umbrella term to include the forms of signed English from the artificial sign systems to Pidgin Sign English. However, when used during transliteration, each type of signed English creates a very different target message. Herein lies the source of a continual debate within the profession. For some, transliteration is a word-for-word re-coding of the spoken English (i.e. the use of the artificial sign systems or signed English). Others perceive transliteration as the use of PSE or as Winston (1989) states, "a complex combination of features from ASL and from English" (p. 148). The ambiguous definition of the actual form of transliteration has led to inconsistencies in the education and certification of interpreters. In addition, the perception that transliteration is simply the robotic task of assigning a sign to each word has led to a status difference between interpretation and transliteration. For some, the process of interpretation between ASL and English is perceived as a more complex task, which is therefore more highly valued. For many working interpreters this ambiguous definition has evolved into viewing transliteration as having the potential to yield two completely separate forms. This commonly held view was made apparent during the collection of data for this study. Although the interpreters used in this study were videotaped individually, the following conversation occurred with almost all of them prior to the videotaping: Siple:

-Do you have any questions before we start? Participant: Yes, it says on the consent form that you want me to transliterate. What do you mean by transliteration?

Siple: What does transliteration mean to you

Participant: Well, there's word-for-word, and then there's what I consider to be a more effective form.

Siple: I want to you to transliterate the audio tape so that "name of deaf person", "name of deaf person" and "name of deaf person" would fully understand the message.

Participant: Then I'll do what I think is effective.

The relative lack of research on transliteration has allowed this ambiguous definition and perception to persist. It is only though an in-depth analysis of the actual forms generated by interpreters when transliterating that the profession will be able to better define the task. A clearer and more accurate definition will improve the education of student interpreters and will enhance the certification process of professional interpreters.

To date, Winston (1989) has been the only researcher who has presented a systematic analysis of what is happening during transliteration. In her analysis of one interpreter's transliteration, Winston (1989) found that the interpreter used at least five different strategies (i.e. addition, omission, substitution, rephrasing, sign choice).

As Winston (1989) states, "since the goal [of transliteration] is to provide a visual target form that not only resembles to some extent

spoken English structures but at the same time is also comprehensible, it is appropriate to use forms that are specific to visual languages such as ASL... [and] features of English" (p. 150).

One of the strategies identified by Winston (1989) and the focus of this study is the phenomenon of addition. For the purpose of this study, an addition is defined as information found in the target message not directly found in the source message. The additions noted in the Winston (1989): study came both from ASL and English. She concluded, "it is apparent that at least some forms of

transliteration include not only English like signing of the source message but also many features of ASL. This type of transliteration requires skills in both ASL and English in order to achieve and blend pragmatic and linguistic goals in the production of a target message" (Winston, 1989: 163).

The goal of the present study is to further investigate Winston's (1989) findings regarding the use of additions during transliteration. As previously discussed, the language of transliteration is English; however, a transliterated target message cannot be successfully conveyed without the use of ASL features. This need for the inclusion of ASL features is not because English is inadequate but rather because ASL is more efficient in meeting the visual needs of the deaf consumer.

Method

Participants were individually scheduled to be videotaped in a

television studio. Upon arrival, each participant read and signed an informed consent form. Participants were then asked to imagine that they were transliterating this lecture to three named deaf individuals, all of whom were known to the participants. The three deaf individuals all possessed Ph.D.'s, were professionals in the academic environment, had strong English language skills (reading, writing, and sign), and preferred a more English-like transliteration to an ASL interpretation when using an interpreter.

Each videotape was analyzed for instances of additions. The analysis of the 6 minute segment yielded 619 additions by the 15 interpreters. Similar additions were grouped. From this grouping, five categories of additions emerged.

Addition categories. All additions were assigned to one of five categories:

Cohesion - An addition that serves to link different parts of a discourse (e.g., conjunctions, hand indexing, spatial referencing, or spatial indexing). **Clarification** - An addition that serves to make the source message clear and free of ambiguity (e.g., states the implied, provides additional semantic information, or explicitly links a particular English lexical item and a sign).

Modality Adaptation - An addition that visually communicates an auditory aspect of the message (e.g., intonation, stress, etc.).

Repetition - An addition that provides emphasis by repeating a key word or phrase.

Reduplication - An addition that involves the re-forming of a sign for the purpose of pluralization.

Most of the categories above contained several different forms that functioned in slightly different ways to satisfied the broader category. The form refers to the actual signs gesture, fingerspelling, or movement that was added by the interpreter. The function refers to the role that the specific form provided to the meaning of the message.

Results

The data were organized into the five addition categories described above: cohesion, clarification, modality adaptation, repetition, or reduplication. The relative frequencies of each are shown in Table 1.

Table 1

Mean Frequencies of the Five Addition Types

Addition Type	Mean	SD	Median	Range
Cohesion	19.40	6.33	21	9 - 31
Clarification	15.00	5.81	13	6 - 24
Modality Adaptation	5.60	4.15	4	1-16
Repetition	1.00	0.92	1	0 - 3
Reduplication	0.67	0.31	1	0-2

Each category of addition contained several different types of additions. Only the first three categories (i.e. cohesion, clarification, and modality adaptation) will be discussed due to the infrequent occurrence of examples in repetition

and reduplication

Cohesion. The cohesion category contained additions that helped the signed text visually hang together. One of the most common cohesive devices used was spatial referencing or the physical shift to the right or left to show that two concepts were related. See Appendix for a discussion of the transcription system used in the examples from the data.

Example 1

line 38: and there are two types of predictions you can make

line 39: predictions of content

LINE 39: PREDICTIONS OF CONTENT
(SHIFT LEFT) PREDICT C-O-N-T-E-N-T

line 40: and predictions of organization

LINE 40: AND PREDICTIONS OF
AND (SHIFT RIGHT) PREDICT

ORGANIZATION
PLAN

line 41: for example in terms of content

LINE 41: FOR EXAMPLE IN TERMS OF
FOR EXAMPLE (SHIFT LEFT) RELATE

CONTENT
C-O-N-T-E-N-T

Clarification. Interpreters frequently made additions that served to disambiguate concepts; that is the additions provided clarification. This category, along with modality adaptations (discussed below), differ from the other categories in that the forms and functions of clarification result from the transliteration process. As will be seen, the forms and functions of

clarification are not necessarily features found in signed English, spoken English or ASL per se, but rather they result from the process of going between spoken English and sign.

The source message often contained specific words and/or phrases that were important to preserve in the target message. These key terms typically designated a category and often belonged to the technical vocabulary of the topic. For example, "to predict" was a key term found in line 3.

Example 2

line 1: ok the third thing a listener must do

line 2: and this to me is the most important thing of all

line 3: and that's to predict as you listen

In the subsequent lines of the text, the terms "to predict" and "prediction" were repeatedly emphasized. When transliterating these lines, interpreters frequently presented the term twice or provided a *nonce link;* first by providing the sign PREDICT and then by fingerspelling P-R-E-D-I-CT. Here the fingerspelled P-R-E-D-I-C-T would constitute the addition because it follows the sign PREDICT. In other instances the sign is the addition because it is preceded by the fingerspelling.

Example 3

line 3: and that's to predict as you listen

LINE 3:	YOU	HAVE TO	PREDICT
YOU	MUST	PREDICT	(P-R-E-D-I-C-T)

AS	YOU	LISTEN
DURING	YOU	LISTEN

The sign PREDICT, although typically glossed to mean, "predict", can also mean "intuition", "prophecy", "fortune telling", "premonition", etc. The sign gives the deaf consumer the meaning in sign, (i.e., to see into the future). The fingerspelling followed by the sign, linked it with the specific English term "predict". The nonce link combined a sign and fingerspelling which acted as a semantic bridge, linking a particular concept in sign with a particular English word for the purpose of the present text, (i.e., for *the nonce*).

Clarification additions also functioned to narrow the semantic range. These additions were sign synonyms or more specifically signs that helped to clarify the meaning of a phrase or word. Several of the transliteration segments showed additions that functioned to narrow the semantic range of concepts that were first presented in a more English-like fashion.

Example 4

line 21: so predicting is important to help you overcome outside noise

line 22: and inside noise

LINE 21: SO PREDICTING IS IMPORTANT TO HELP YOU
S-O PREDICT TRUE IMPORTANT HELP-YOU

OVERCOME OUTSIDE NOISE
BEAT OUTSIDE NOISE (BOTHER)

LINE 22: AND INSIDE NOISE
AND INSIDE NOISE (BOTHER)

In this instance the term "noise" was used in a non-traditional manner in that it does not only mean an auditory interference but was used to mean

any activity that interfered with the listening process. However, the sign NOISE means only an auditory interference. It does not generally carry the broader definition. Nine interpreters added the sign BOTHER or a similar sign to further define the signed concept NOISE. This addition served to clarify the meaning of "noise" by narrowing the semantic choices.

Modality adaptations. The third category, modality adaptations, are a unique type of addition for they emerged as a result of the modality differences inherent in speaking versus signing. An addition was categorized a modality adaptation when it visually communicated an auditory, paralinguistic aspect of the message, such as a meaningful pause or intonation contour. The addition was also categorized a modality adaptation when it provided cultural relevancy (e.g. changed an auditory based concept into a visually based sign.

Within this text, interpreters used two different additions to elicit a response from the deaf consumer. Most of the interpreters utilized either the sign BLANK or the gesture OPEN HANDS to designate that the speaker intended the listener to "fill-in-the-blank" at the end of line 44 in example 5.

At this point in the lecture the speaker is demonstrating how we can predict based on content.

Example 5

line 43: if you hear the words because he loved to cook

line 44: his favorite room was the (long pause)

LINE 44: HIS FAVORITE ROOM WAS
HIS FAVORITE ROOM W-A-S

THE
T-H-E (BLANK) / (OPEN HANDS)

Another type of modality adaptation was one that provided cultural relevancy. Given the topic of the lecture "Listening for Comprehension" it is not surprising that the verb "listen" was the prompt for many of the visual additions.

Example 6

line 3: and that is to predict as you listen

LINE 3: AND THAT'S TO PREDICT AS YOU LISTEN
AND THAT PREDICT DURING YOU HEAR

(PAY ATTENTION)

The sign MAR is either produced by cupping the hand around the ear or by pointing to the ear. The sign PAY ATTENTION is a visually based sign in that both hands are placed at either side of the head at the sight line forming blinders.

Discussion

The main findings of this study showed that the transliterated target messages produced by the interpreters frequently contained information not directly found in the source message. The interpreters utilized the strategy of addition to provide supplemental information in recognition that a verbatim message would be incomplete. This study identified that the additions made by the interpreters fell into five major categories; cohesion, clarification,

modality adaptation, repetition, and reduplication. Each category contained several different forms that functioned to enhance the message in a specific way.

Interpreters used the strategy of addition when constructing the target message; that is, they included information in the target message not directly found in the source message. The types of information added functioned in a variety of ways. However, the functions alway: served to provide supplemental information that served to enhance the overall meaning of the message. These additions helped to make the source message, (a spoken linear message), a more comprehensible visual and spatial target message.

This research has provided a deeper understanding as to the nature of transliteration. Its greatest contribution is the recognition that transliteration is a complex and intricate process requiring an in-depth knowledge of American Sign Language and English. While this research has provided much insight into the process of transliteration it has also left many questions unanswered. It is my hope that the study reported will inspire others to pursue further research into the process of sign language transliteration.

Appendix

Transcription System

A transcription system was developed for the audio taped lecture and the videotaped transliterations. The transcription system used for the audio taped lecture involved citing the line number of the thought unit and then showing the actual English words of the source message. To differentiate the source and target messages, the source message was transcribed using all lower case letters. For example, the first three lines of the segment of the lecture used in the analysis were transcribed as follows;

line 1: ok the third thing that a listener needs to do

line 2: and this is to me the most important thing of all

line 3: and that's to predict as you listen

The transcription system used for the signed transliterations involved a two-tier system where the upper tier (commonly called the non-manual tier) was used to show what the interpreter mouthed and the lower tier to show what the interpreter signed.

The upper tier was transcribed by speechreading the interpreter and noting the words she mouthed. The transcriptions of the transliterations positioned the mouthed word (upper tier) directly over the corresponding sign(s) (lower tier). Sometimes, the interpreter did not mouth any words while signing. These instances are represented by signs appearing in the lower tier and no corresponding mouthed words in the upper tier.

The transcription of signs for the lower tier is a very difficult process for it involves reducing a three-dimensional language into a two-dimensional description. There have been several notation systems proposed (e.g., Stokoe, Casterline, and Croneberg, 1965; Newkirk, 1975; Sutton, 1976), however, these systems are detailed linguistic descriptions and go beyond the goals of this study. In an attempt to find a more straightforward approach, the signs used by the interpreters in this study were transcribed using the gloss of the signs (i.e., the common name used when describing the sign). A similar system has been used by Mallery-Ruganis and Fischer (1991) in the transcription of simultaneous communication (i.e., signing and speaking at the same time).

When an addition occurred it was placed in parenthesis and underlined. Frequently, an addition on the lower tier also had an addition on the upper tier in that the interpreter mouthed the corresponding English word. The purpose of this study was to analyze the signed additions of interpreters, therefore, any word that occurred on the upper tier was not counted as a separate addition. Words labeled 1 and 2 above are coded additions.

A frequently occurring addition was not a sign per se but a linguistically significant movement. This movement was transcribed "SHIFT RIGHT" and "SHIFT LEFT" and relates to the interpreter's body slightly moving to the right or left. (This movement is later discussed as spatial

referencing). Related to this movement as another gesture-like sign transcribed "POINT RIGHT" and "POINT LEFT".

Fingerspelling, the representation of letters on the hand, was found to occur in the general transliteration of the text and as an addition to the text. A fingerspelled word was transcribed letter by letter, separated with a hyphen. When a fingerspelled word was an addition, it was placed in parenthesis and underlined.

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Assessing Exiting Competencies: A Portfolio Approach

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Introduction

In the final semester of the two-year Program of Sign Language Interpretation at Douglas College, students prepare a cumulative portfolio as an exiting requirement. They are required to demonstrate mastery of 23 critical skills, grouped into three categories: personal management knowledge and skills, teamwork knowledge and skills, and professional knowledge and skills.

Portfolios are reviewed by a team consisting of a faculty member, a professional interpreter, and a member of the Deaf community. Following a review of the portfolio by the team, students attend an exiting interview. The team provides feedback on the success of the portfolio, and may ask for more clarification or for a professional development plan to address any areas of weakness. If the review team is satisfied that the student has achieved mastery, s/he is approved for graduation, and is deemed ready to work in the field. Students who do not demonstrate mastery are offered a six-month individual education plan and the opportunity to present a second portfolio for evaluation in order to graduate.

Logistics

The description of the portfolio process is provided to students in their third

semester. They are encouraged to begin gathering evidence of mastery of the 23 critical skills. Students from previous years come to class with their portfolios, and talk about the process with current students.

The portfolio takes the place of assessing individual assignments in the fourth semester; instructors provide written or videotaped feedback on assignments, and may require students to re-do, but no individual grades are assigned. After students complete their final practicum, they are allowed two weeks to finalize their portfolios. Part of this work involves videotaping several interpretations of instructor-selected texts.

The review teams have one week to assess the portfolios, which requires approximately three hours per portfolio. Student interviews last between one to two hours. Working within these time frames, faculty are able to submit grades just in time for students to graduate in the summer.

Rating Teams

The Douglas College program is fortunate to have close ties within both the Deaf community and the interpreting community. Members of both communities volunteer their time to participate in the initial group screening of applicants to the program, as well as providing volunteer interpreting opportunities for students, and serving on advisory committees and ad hoc committees for the program. Thus, we have a pool of people who

are familiar with the program goals and philosophy. Although raters are paid a small honorarium, it is ultimately a volunteer commitment.

Each rating team consists of one faculty member, one professional interpreter, and one member of the Deaf community. The faculty member on the team is able to offer more specific information about courses or assignments if need be. However, the decision to grant mastery is based on the work within the portfolio. If a student's portfolio is weak, but the faculty member thinks that his/her course work over the final semester has been successful, it is still necessary that the student demonstrate mastery to the external advisors. Rating teams may request that students bring other video samples of their interpreting work to the interview, or perform a live interpretation during the interview. They may ask ethical questions or questions pertaining to professionalism. If the rating team is not satisfied, students are not granted mastery.

Student Benefits

Preparing the portfolio is a great deal of work, and students are definitely stressed during the preparation. However, they consistently report having a strong sense of their own achievement through the development of the portfolio; rather than relying on an instructor's assessment of their abilities and limitations, they report a confidence in their own judgment. They also report feeling pleasantly surprised at the amount they DO know. Writing

definitions of the critical skills helps them formulate their own understanding in an articulate, concise fashion.

Students also state that materials they develop for the portfolio are directly useful in their job search. Resumes, business cards, and invoice forms, as well as video samples of interpreting skills, are immediately available for presentation. In addition, the degree of reflection required in the preparation of the portfolio prepares students to quickly respond to questions regarding their strengths and limitations, their understanding of cross cultural communication, or their understanding of current issues in the field. Awareness of their limitations also guides them in accepting or declining work, and in preparing their own professional development plans.

Another advantage of the portfolio process is the involvement of community members. Students feel validated by the community members' "stamp of approval", as opposed to solely being assessed by faculty members. This increases their confidence as they shed their student status and take their first tentative steps into the world of professional interpreting. In addition, external raters feel a commitment to the graduates, and continue to support them within the community.

Finally, the cumulative nature of the portfolio encourages students to see the inter-connectedness of their learning. Collecting evidence of mastery for each

critical skill often requires that they draw on learning or assignments from several different classes. We believe that this serves an integrative function, and becomes a fitting closure to their experience as students in the program.

Challenges

While the portfolio experience has been positive, it has also presented challenges to us as program personnel. One of these challenges has been dealing with the structure within the Registrar's office. It took some time and the support of our Dean to delay the date of grade submission, as well as to change from individually graded courses to a cumulative portfolio.

We anticipated that locating external assessors could prove to be a challenge, but this has not been the case. The interpreters and Deaf individuals we have asked have been extremely interested, and committed. We have also been approached by others in the community who have heard about the portfolio assessment, and have offered their time if needed.

There are challenges associated with the assessment of student portfolios Those who have clearly mastered the competencies are very easy--every definition is clear, and evidence consistently supports their claims. We are unlikely to receive portfolios that are clearly non-mastery, since students receive regular feedback throughout the two year program, and are counseled out earlier than the fourth semester if there are serious deficiencies. The

most difficult scenario is one where a student's work has been satisfactory throughout the final semester courses, but the portfolio does not demonstrate mastery. The case study below presents one possible outcome.

Rating: A Case Study

Student A presented her portfolio for assessment. We were generally impressed by her definitions of the critical skills, and by the evidence presented. There were several weak areas that we agreed we would question her on during the interview, but overall we were satisfied.

This was not the case, however, with her interpreting samples. All three samples (interactive, English to ASL monologue, ASL to English monologue) were unsuccessful. Students were instructed to use consecutive or simultaneous interpreting in the interactive setting, yet Student A used simultaneous exclusively and unsuccessfully. She had submitted a paper with her English to ASL interpretation, noting that she knew it was not successful. As her instructor, I knew she could produce better work, yet she had not demonstrated a mastery level of interpreting skills within the portfolio.

As the faculty member, I felt pressured by the knowledge that Student A had employment arranged immediately after graduation, which I thought was appropriate for her. However, my commitment to honour the assessment of

the community members allowed me to listen to their concerns and discuss together what plan of action we would take.

We determined to present her with an English text to interpret during the interview. First we asked her our questions related to other critical skills, and were satisfied with the clarification she was able to provide. Then we talked about the interpreting samples, and the lack of success. Student A agreed with our assessment, and was able to offer some explanations for her poor performance.

Student A then interpreted the selected text in the interview. She was more successful than in her video samples, yet the rating team noticed some of the same weaknesses.

After the student left, the team discussed her portfolio and what to do. It took a great deal of discussion until the team finally decided to grant mastery. Part of this decision came from other sections of her portfolio. She demonstrated excellent self-analysis skills, and had presented a detailed plan for self-directed study, plus evidence of good judgment in accepting or declining volunteer interpreting opportunities. We identified areas where we thought she could successfully interpret, and areas to avoid. I, as the faculty member, then conveyed the team's decision to her.

These kinds of difficult decisions will continue to be the challenge in assessing student portfolios. The rarity of their occurrence supports the faculty's belief that the portfolio is representative of a graduating student's knowledge and skills.

Conclusion

The exiting portfolio is an excellent, holistic method of assessing graduating students' readiness for entry into the field of professional interpreting. It involves the larger community in assessing student readiness, and it allows students to realistically assess their own knowledge and skills. The portfolio facilitates a cumulative assessment of students' work, and encourages them to engage in critical reflection about their growth. Finally, it provides them with a tangible product that represents their learning during the program to which they can refer in their years ahead.

APPENDIX

PORTFOLIO INSTRUCTIONS

Douglas College
Program of Sign Language Interpretation

Final Portfolio
Spring 1996

The term "portfolio" has several meanings. As it is used here, ***portfolio*** refers to ***materials collected which are representative of a person's professional work.***

Your final semester in the interpreting program will be based on a single cumulative portfolio which you are to submit by May 13, 1996. You need to submit all of your materials in a box or portfolio case, in order for us to keep things together.

Your portfolio will be reviewed by all Douglas College interpreting program staff and faculty, as well as several professional interpreters and Deaf community members. You will also have a portfolio interview in which you will answer questions about your portfolio, your educational experience, and your readiness to work as an entry-level professional interpreter. These interviews will be held May 20-24.

The areas where mastery must be demonstrated are outlined under "Critical Skills for ASL/English Interpreters." You are to:

1. ***Write a paper*** defining/explaining each critical skill -- including at least two examples to make your definition clear

and concrete, and explaining how you will demonstrate mastery.

2. ***Collect evidence*** or proof of your mastery of the knowledge/skill as defined in #1. The documentation should be color-coded or otherwise coordinated so reviewers can easily identify which documentation goes with each of the critical skills.

   You ***must*** include all graded projects required in 4th semester courses as part of your evidence of mastery. You will also be required to include the two videotapes outlined below and evidence of ASLPI at the "advanced" level or greater.

   In addition, you may wish to include tests or papers submitted for various course activities while a student in the program, reflective/integrative papers developed specifically for this portfolio, exerts from your journals, a certificate from BC-ASLPI* stating that you demonstrate "advanced" language mastery, results from employment screening tests which measured your interpreting and related skills, letters/video tapes of recommendation from people who have worked with you as a student interpreter, etc.

3. *VIDEO TAPE #1: Getting to Know You*

AFTER you complete your practicum experience, you are to make two video tapes – one to allow your evaluators get to know you a bit as an individual and one to demonstrate your interpreting skills

- PART I: MONOLOGUE

Provide a five to ten minute ASL introduction of yourself for the portfolio reviewers. Remember, they may not have met you so give them a high context introduction of yourself and your goals. You may say anything you want.

- PART II: DIALOGUE

Carry on a dialogue in ASL with JJ. This dialogue is to continue for approximately eight to ten minutes in length. It is to be casual in nature.

4. *VIDEO TAPE #2: Demonstration of Interpreting Skills*

- PART I: INTERACTIVE INTERPRETATION

Interpret for an interactive scenario involving a Deaf individual and a hearing person who does not know Sign Language similar to those you have done for classes. This is

to be an unrehearsed interpretation. You will be expected to demonstrate appropriate decision-making regarding use of consecutive v. simultaneous form, mediating culture and communication, and accuracy of content in both ASL-to-English and English-to-ASL. We will provide the Deaf and hearing participants. You may select one of several topics. You will need to schedule this scenario with JJ.

- PART II: ASL/ENGLISH INTERPRETATION -- two parts

  1) You will provide an ASL-to-English interpretation of approximately eight to ten minutes for a Deaf signer on videotape. The tape will be selected by the faculty and will be available for your use by checking it out from JJ. This is to be an unrehearsed interpretation.

  2) You will provide an English-to-ASL interpretation of approximately eight to ten minutes for a hearing speaker on videotape. The tape will be selected by the faculty and will be available for your use by checking it out from JJ. This is to be an unrehearsed interpretation.

* To take the BC ASLPI, contact Shelly Carver (576-0919). The cost is approximately $75.00. This can be used not only for your portfolio but it will be required in many of the jobs you will apply for upon graduation.

Critical Skills for ASL/English Interpreters: A Portfolio Overview

Personal Management Skills	Teamwork Skills	Professional Skills
The combination of skills, attitudes and behaviors required to get, keep and progress in the field and to get the best results	*The knowledge and skills needed to work effectively with others in the field.*	*The knowledge and skills that provide the basic foundation to get, keep and progress on the job and in the field to get the best results.*
1. Develop a personal philosophy related to interpreting that will guide your practice. 2. Demonstrate self-knowledge, self-esteem and self-confidence. 3. Conduct yourself with honesty, integrity and a clear sense of personal ethics, consistently demonstrating responsibility, accountability, and self-management. 4. Demonstrate flexibility and a positive attitude toward learning, growth and personal health. 5. Recognize and demonstrate respect for diversity and individual differences. 6. Demonstrate initiative, energy, time and stress management techniques and the persistence to get a job done. 7. Develop a plan for continued professional development beyond graduation including (a) immediate plans and (b) a long-term plan for gaining certification 8. Accept responsibility for yourself and your decisions, demonstrating the ability to apologize or make amends where appropriate.	1. Demonstrate respect for the thoughts and opinions of others, whether or not you agree with their position. 2. Work effectively in teams, participating in the decision-making process and supporting team outcomes. 3. Seek a team approach to interpreting and professional work as appropriate and demonstrate appropriate teaming skills. 4. Identify ways you are dealing/have dealt with your life experience to date and demonstrate the ability to set appropriate personal boundaries. 5. Demonstrate knowledge of and sensitivity to the dynamics of working with members of an oppressed minority groups and appropriate roles of an interpreter in the Deaf community.	1. Demonstrate "advanced" English and ASL fluently, as well as bicultural knowledge and social skills *not related to interpreting.* 2. Identify the dynamics of cross-cultural communications and apply that knowledge to interpreted interactions. 3. Demonstrate ability to set appropriate professional boundaries and describe how you will strengthen those boundaries as needed. 4. Interpret accurately in regular and specialized settings with diverse populations, using consecutive and simultaneous modes appropriately. 5. Demonstrate an understanding of the profession, it's history and the goals of professional organizations and make on-going contributes to the profession. 6. Assume a leadership role as appropriate (team, field) 7. Develop business cards and other self-marketing strategies and a set of financial record appropriate for private practice. 8. Demonstrate ability to develop a professional resume, apply for jobs in the field and participate in job interviews effectively. 9. Think critically and act logically to evaluate situations, solve problems and make decisions. 10. Demonstrate the ability to use and discuss current technology, instruments, and tools related to the field effectively.

Screening: A Janus Style Examination Of Student Competence And Potentials

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Abstract

Often screening instruments for Interpreting programs look solely at the entering students potential to be successful in the forthcoming program. In designing the new Screening at Northeastern university, we decided to take a 'Janus* Style' approach; that is looking not only forward to the students as potential interpreting students, but also backward; how well did our ASL teaching component prepare them for entrance to the interpreting program.

History and Structure of the Program

The certificate program at Northeastern University was offering two certificates: American Sign Language/ Deaf Studies (33 quarter hours) and American Sign Language-English Interpreting (33 quarter hours). Last year, we re-organized the curriculum and changed the situation as follows: ASL (24 q.h.), Deaf Studies (18 q.h.), and American Sign Language-English Interpreting (38 q.h.). This changes the total from 66 credits to 80 credits, and the expected amount of time from four years to five.

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* Janus was the Roman God associated with beginnings and with doorways. He was often represented with one head having two faces back-to-back, looking in opposite directions.

Our argumentation and rationale to campus decision-making bodies was laid out on this premise: The need for competent interpreters is increasing, and included arguments as follows:

§ Statistics from the Massachusetts Commission on Deaf and Hard-of-Hearing (who run the state-wide interpreter referral service) indicate they are unable to fill approximately 40%–45% of requests for service;

§ The U. S. Department of Education has awarded ten regional and two national training grants to try to meet the federal mandate for more and more competent interpreters, including one to the ASL Program at NU;

§ Many students are not attaining levels of skill in the second language (American Sign Language) sufficiently high to succeed in the Interpreting Program;

§ Current thinking (Patrie 1995) indicates that many, perhaps most graduates of interpreter education grants are unready to perform the tasks involved and express serious self- doubts about that fact; this leads many new interpreters to leave the field before they have actually begun to practice;

§ Some students enter the Interpreting Certificate program only to extend their language-learning, rather than out of serious commitment to an interpreting career;

§ The Program bears a distinct and vivid responsibility to the Deaf Community to provide qualified and reliable interpreter practitioners.

This proposal arose partly out of a student questionnaire administered to students about to complete the interpreting program. We asked them what they felt they had missed, where the Program had, in effect, failed them. Having discussed the results of this questionnaire, the entire faculty began the process of revising the curriculum and establishing a screening procedure.

The proposal was — at first glance — fairly far-reaching:

§ Extend the period of exposure and learning — prior to interpreting classes — to three years (rather than two);

§ Change the first certificate from American Sign Language/Deaf Studies to American Sign Language;

§ Add a one-year certificate — Deaf Studies — between American Sign Language and American Sign Language-English Interpreting;

§ The first two certificates (American Sign Language and Deaf Studies) will accommodate those students whose interest is in other professional contacts with the Deaf Community, such as vocational rehabilitation or substance abuse programs;

§ Add a second practicum requirement to the Interpreting certificate;

§ Establish an admissions procedure for entrance to the Interpreting certificate program.

On the other hand, we kept changes as discrete as possible, so that administrators would not dismiss the proposal out of hand as being unwieldy.

CHANGES IN THE PROGRAM

American Sign Language Certificate:

Eliminate all non-language courses [Deaf Culture, ASL Literature, Deaf History, and ASL Linguistics], moving them to the Deaf Studies Certificate.

Deaf Studies Certificate:

ASL 4415 Deaf Community Practicum: Forty hours of service in programs and agencies within the Deaf Community. Biweekly seminar on issues of social and professional dynamics, empowerment, and interactions of Deaf and hearing people.

English 4501: A general introduction to linguistics. This course has not been taught regularly in the past. Our numbers indicate that the cohort in the Deaf Studies Certificate will be able to support this class, regardless of level of interest from other parts of the market.

Interpreting Certificate:

Practicum (ASL 4608) will be required twice for completion of the Interpreting Certificate. This second field experience extends and varies exposure to a wider variety of work settings, practitioners, and Deaf and hearing consumers.

Interpreter Role & Ethics (ASL 4612) will be changed from 3 q.h. to 4 q.h. This allows more time for the level of processing and "digestion" of content required by this challenging course.

Electives: Students will select from a large number of possible courses, all relevant to interpreting concerns, including classes from Sociology/Anthropology, Communication Studies, Theater and Philosophy. The suggested list of electives is as follows:

CMN 4111	Voice and Articulation
CMN 4151	Listening
CMN 4154	Negotiation Skills
CMN 4221	Interpersonal Communication
CMN 4231	Gender Communication
PHL 4165	Moral Problems in Medicine
PHL 4235	Personal Ethics
SOA 4155	Individual and Culture
SOC 4010	Principles of Sociology
SOC 4100	Roles, Culture, and the Individual
SOC 4154	Sex and Gender Roles in Society
SOC 4170	Race and Ethnic Relations
SOC 4177	Gender in the Workplace
SOC 4178	Cultural Diversity in the Workplace
SOC 4203	Sociology of AIDS
SOC 4205	Law and Society
SOC 4240	Sociology of Human Service Organizations
SOC 4241	Human Services Professions
THE 4120	Acting for the Non-Actor

Rationale for Screening

Up to this point, the program had not had a formal screening and we realized that in order to ensure student success, we had to set standards for entrance into the interpreting program. In addition, we felt we could also use this instrument as a measure of the effectiveness of our instruction in ASL and Deaf Studies.

Since this is our first attempt at a formal procedure, during the pilot stages, no one will be prohibited from entering the interpreting program based on their performance on the screening. We did, however, give feedback to individual students on areas needing special attention. We hope that students will use this information in discussions with their interpreting instructors about what they should be working on. Also, the screening gives the instructors in the interpreting program a preview of the skills of entering students. Once the procedure becomes formalized, it will also come to represent and include a minimum level of skill for entering students; in this way the faculty will have reliable expectations of the skill levels of incoming students.

Another reason for setting up a formal screening procedure was to show our seriousness about our work. We wanted to reveal both to the students and to the community that we had standards and expectations for ourselves and our students.

The materials selected (as we explain below) also gave us some opportunity to see what attitudes and beliefs the students were entering with. While we do not expect to eliminate students based on attitude, we could get a good idea of where they were coming from in their perceptions of Deaf people and the interpreting field.

Process of Development

As an initial step, we decided to focus on the language skills of the students. We wanted the screening to be done in a reasonable time (for both the students and the evaluators) and we felt we could get a good understanding of students' baseline skills. We decided that we would look at both ASL and English skills in a variety of ways, also briefly touching on some skills necessary to interpret, e.g., cloze skills, memory, recall, etc.

We looked at both the individual student's performance as well as seeing what areas of strengths and weaknesses were common among the students.

Structure of the Screening

The final screening consisted of seven parts:

English Tasks

1) Spontaneous Language Task
2) Comprehension Task
3) Non-language Stimulus

ASL Tasks

4) Spontaneous Language Task

5) Comprehension Task

6) Non-language Stimulus

Pre-Interpreting Skills

7) English Cloze Skills Task

In addition, we collected some demographic data: age, number of years exposed to ASL, number of formal ASL classes (at our University or elsewhere) and number of hours per week that they use ASL outside of class.

MATERIALS SELECTION

Spontaneous Language Task:

The purpose of this section is to see natural spontaneous language production when given a specific topic and audience. Globally we were looking for coherent, cohesive texts.

English: Subjects received a scenario in which they were to speak to a group of hearing people who had little or no knowledge of Deaf Culture or interpreting. This topic was selected to see whether they could a) 'play the game', that is, pretend they were speaking to a specific audience (appropriate register, opening, closing, etc.) and b) to see how they presented their views and understanding to this specific audience.

ASL: Subjects were given a scenario where they had to reflect on their experiences as students of ASL. The topic was selected to see how much experience they have had in the community as well as how they discuss this experience in ASL.

Comprehension Task:

Students viewed a short (6-8 minute) text in each language and answer five questions based on the information in the text. This taps into comprehension, visual/auditory memory and attending skills.

Non-Language Stimulus Task:

Students were shown short cartoons and asked to describe what they saw; for one they were to respond in English, the other in ASL. This helped us see the students' ability to take a 'non-linguistic' stimulus and put into language.

English Cloze Skills Test:

Students were given two one-page cloze skills tests to complete. This gave us some insights into both their English skills and some of their decision-making skills, as well the ability to see a 'larger picture' and use contextual information to guide them.

Running of the Screening

The tasks were done in the following order:

English Tasks

1) Spontaneous Language Task

2) Comprehension Task

3) Non-language Stimulus

ASL Tasks

4) Spontaneous Language Task

5) Comprehension Task

6) Non-language Stimulus

7) English Cloze Skills Task

We felt that the students would be more comfortable doing the tasks first in English and then in ASL.

The process went as follows:

English Portion

1) Students filled out the demographic form as well as a consent/ confidentiality form. Next, the screener (usually Robert) outlined the seven parts of the screening. (Each section was explained in full as we got to it.) It was explained that all sections would be videotaped.

2) Students were given a paper with a topic written on it and told that they must talk about this topic (to the stated target audience). They were given a minute or two to compose their thoughts and then videotaped.

3) Next, it was explained that they would see a six- to eight- minute videotape of a woman talking. They were merely to listen, and when it was over, they would be asked five questions about the content of the text. The screener left the room while they watched the tape.

4) The questions were presented in spoken English on videotape (for the sake of consistency). All answers were videotaped.

5) Students were shown a one-minute clip from a cartoon, with no language on it. They were the videotaped describing what they saw.

At the end of this section, students we allowed to take a short break. The screener then continued with the ASL portion. At this point, all instructions were given in ASL. Specific instructions for the task were presented on video by a Deaf instructor in the program.

ASL Portion

1) The students were shown a videotape with explanations of the spontaneous language task, giving a question to answer as well as a target audience. Students could request to see the information again. Responses were videotaped.

2) Next students were given instructions (on videotape, with the same Deaf person) about the comprehension task. They were allowed to see the instructions again, and the screening checked for clarification before beginning. The screener left the room while the students watched the tape.

3) The five comprehension questions were presented on video and their answers were videotaped. (They could request to have the questions replayed.)

4) Instructions were given for the non-language stimulus and the response was videotaped.

English Cloze Skills

1) The students were given the English Cloze test (two pages, two separate texts, on paper) and were given up to 15 minutes to complete it.

The entire process took less than an hour (usually around 45 minutes).

ASSESSING THE INITIAL RESULTS

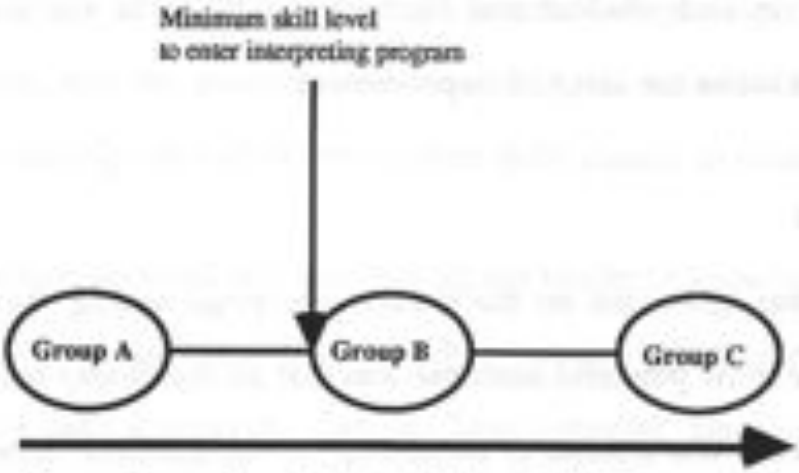
Since we wanted to use this process not only for readiness to enter the interpreting program (student potential) but also how effective our ASL teaching has been (student competence), we started by looking at the Spontaneous ASL section.

After looking through all the tapes, we came up with three groupings (with one student picked as an exemplar of each group):

A) People who are not linguistically ready to enter an interpreting program

B) People that we felt we at an appropriate developmental stage for an L2 learner, students who are ready to enter an interpreting program

C) Students further along than those in Group B



We held a retreat for the faculty of both the ASL/Deaf Studies Program and the Interpreting Program. We presented the screening along with the three examples (one from each, Groups A, B and C). The faculty agreed with our initial assessment of the examples from each of the groups.

With that in mind, we asked the ASL teaching faculty to do two things; first, Look at the students' tapes and decide where each student belongs, group A, B, or C. After that, we asked them to come up with defining characteristics for each group. For example, what structures do the students in Group B use that the students in Group A do not? What separates Groups B and C? The goal

was to take what had largely been an intuitive process and make it more conscious and codified.

The Interpreting faculty looked at the students' English production and checked for coherence, cohesion, ability to answer the posed question. Notes were kept on each student and feedback would be in the form of some recommendations for areas of improvement.

Outcome

The was clear agreement on the student groupings among the ASL faculty. Perhaps the most powerful outcome was that all the faculty bought into the process. There was a sense of ownership of the standard since it had been developed in a group discussion as opposed to imposed from the outside. All agreed that this has been a good first step in clearly defining externally what we know intuitively.

Expectations for the Future

We expect that the process and procedures will be refined as we move down the road. We intend to track the students' progress to see what possible correlations exist between performance on parts of this instrument and success in the Interpreting program. We intend to replicate this process with the students to get a longitudinal view of student progress.

As far as the effect on the ASL Program is concerned, we hope that the results from this screening can help to inform the evaluation in specific ASL courses. By knowing what standard we are attempting to achieve, the faculty can have a clearer picture of what the can and should expect from their students.

Once we define a standard for entering students, we can expect that those students going into the program will have a higher degree of success since they will be starting out with many requisite skills already in place.

A clearly defined standard will also help all our faculty in knowing the type of students they can expect to deal with. They can then tailor curriculum and materials in a more appropriate manner. Less 'remedial' language work will have to be done by the interpreting faculty, who can therefore concentrate their efforts on teaching the interpreting process.

It is hoped that the community will have more confidence in the graduates of the program knowing that we are setting and sticking with a standard of quality.

A NATIONAL MULTICULTURAL INTERPRETER PROJECT (NMIP) TO ADDRESS THE NEEDS OF CULTURALLY DIVERSE COMMUNITIES WHO ARE DEAF, HARD OF HEARING AND DEAF-BLIND at EL PASO COMMUNITY COLLEGE

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The Federal Register reported December 5, 1994, that "a Health Interview Survey, conducted by the National Center for Health Statistics I 1990-91, reported that of the 20 million individuals who are Deaf or Hard of Hearing, 1.2 million are African-American and 900,000 are Hispanic. Yet approximately 90 percent of the graduates from interpreter training programs are white, while only 4 percent are African-American and 5 percent are Hispanic. The national Registry of Interpreters for the Deaf reported that in a given year of 2,057 interpreters, certified by their registry, 20 were non-White persons.'

NMIP Project Overview

The Sign Language/Interpreter Preparation Program at El Paso Community College proposes to: 1) provide technical assistance services to 20 on-site locations to improve the methods of recruitment of interpreters who are minority group members for the 12 RSA Interpreter Training Projects; 2) develop 4 specialized curriculum packages and 20 videotapes to improve the training of interpreters with respect to cultural concepts of interpreting and

communication to better meet the special needs of minority individuals who are D/deaf or D/deaf-blind; 3) establish cooperative relationships within the 12 RSA funded interpreter projects; and 4) conduct and/or sponsor 48 workshops and 4 major seminars annually and 5) initiate or improve curriculum development, classroom training of interpreters, preparation of interpreter trainers, and recruitment outreach to members of racial and ethnic minority groups. The project will address, at a minimum, the needs of minority populations including Hispanics, African-Americans, Native Americans, and Asian-Americans/Pacific Islanders. A culturally diverse and innovative National Multicultural Interpreter Consortium, comprised of cultural experts, deaf consumers, interpreters in the field, and students, will provide guidance and monitor project goals.

This national project will work with existing and emerging culturally based consumer organizations and special interest groups such as the National Hispanic Council, Black Deaf Advocates, Inc., Intertribal Deaf Council, National Alliance of Black Interpreters, Inc., and the Registry of Interpreters for the Deaf, Interpreters/Transliterators of Color (ITOC) to establish an active and innovative project advisory consortium. The project will establish coordinated efforts with the other 12 RSA Interpreter Training Projects as well as with interpreter preparation programs, professional interpreting organizations, state rehabilitation agencies, schools, state education departments and related education, consumer, and parent

resources to identify and meet these national interpreter education and training needs to produce qualified interpreters.

National Multicultural Interpreting Project Objectives

The National Multicultural Interpreting Project has received federal funding to implement an education and training project uniquely designed to meet the national interpreter trainer and interpreting needs of multicultural individuals who are deaf and individuals who are deaf-blind by 1) implementing a National Multicultural Interpreter Consortium; 2) publishing the results of surveying, identifying, and quantifying the multicultural issues involved with the recruiting and retaining of minority interpreters; 3) providing 20 on-going technical assistance visits to the 12 RSA federally funded Interpreter Training Projects on a as needed basis, 4) developing and disseminating 4 comprehensive interpreter curriculum packages, 5) producing and disseminating 20 training videotapes; and 6) providing 48 workshops that will positively impact for 1,000 to 1,500 interpreters/interpreter trainees, or consumers; and 4 national presentations annually to field based sites and national conference audiences.

Statement of Interpreter Need for Culturally Diverse Communities

The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) have jointly declared a national interpreter crisis regarding the critical lack of qualified interpreters to meet the ever

increasing demand for interpreting services resulting from the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA). Increased advocacy and these resulting laws have strained the nation's resources for interpreters in educational, governmental and community settings and expanded the need for culturally sensitive, professional interpreters.

To address this need the federal government has traditionally supported regional interpreter training by funding the RSA Interpreter Training Projects with the goal of increasing the number of qualified bilingual interpreters and upgrading the skills of existing interpreters. These interpreters have been trained and have been certified to function bilingually (interpreting between English and American Sign Language) and by- using bicultural skills to interact between the American Deaf Culture and the majority American Hearing Culture. Consequently, the needs of persons who are deaf, and who are not from the traditionally served American Deaf Culture, and whose communication needs or preferences may be different are not being addressed.

The nation's population is becoming more increasingly diverse. By the year 2000, it is estimated that 48% of all consumers will be minorities potentially requiring multilingual and/or and multicultural interpreting services. Additional research is needed to define the most effective

communication and interpreting strategies to meet the interpreting and communication needs of these culturally diverse consumers. Interpreter education and training must be addressed on all levels: local, state, and national. Recruitment strategies must be developed, not only to attract, but also to retain interpreters from multicultural and or multilingual backgrounds in the profession.

Prior to the 1990's diversity issues were not a priority in the field. However, as more national attention has been turned toward multicultural sensitivity and the growth of minority populations, these needs have become clearly visible. In 1961, a "Workshop on Community Development through Organizations of and for the Deaf" was held in Fort Monroe, Virginia. This conference was a pioneering effort that addressed issues of the deaf and hard of hearing community. In 1988, the "National Conference on Deaf and Hard of Hearing People, was held in El Paso, Texas, and focused on reviewing progress in the field since the early 1960's. The more recent gathering completed a recommended national agenda for the next ten years, however, it failed to address the special issues of our culturally and ethnically diverse deaf and hard of hearing populations in depth. A presentation by Archie D. Marshall, an African-American deaf leader, emphasized the double impact of race discrimination and deafness in the area of employment of minorities.

Currently interpreters and interpreter educators are now becoming

keenly aware of the need to address these issues. In Identifying Standards for the Training of Interpreters (1990) according to Anderson and Stauffer indicated that 50-60% of the predominately white, hearing, college educated survey respondents indicated that the "ability to interpret and transliterate according to the communication preferences of individuals of different ethnic/cultural groups was very important. Sixty-eight percent of the respondents felt these competencies should be addressed at the preservice entry level and 32% at the post-service level; however, no specific competencies are listed. Additionally there are no existing interpreting related curriculums available to address this need beyond the traditional bi-cultural American Sign Language/English and Deaf Culture/hearing references.

Interpreting needs will continue to rise as more minority and disabled employees enter the workforce, especially at the professional level. The National Technical Institute for the Deaf (NTID) Fall, 1989 issue of Focus magazine stated, "In 1985, 11.6 percent of all NTID employees were minority or disabled people; this figure is now at 24%. NTID has increased representation of racial minority employees by 147%, from 17 in 1985 to 42 as of September, 1989. Representation of black employees has grown by 200 percent, from eight to 24." With the general public, and employers in particular, becoming more educated about the diversity of the workplace of the future, combined with the increasing number of deaf and hard of hearing individuals in the workplace. It becomes evident that enhanced racial and

ethnic awareness must be attained by interpreters.

The complexity of serving persons who are culturally deaf, hard of hearing and deaf-blind is increased when that person is also a member of a racial or ethnic minority group. Multicultural and multilingual understanding and interpreting services may be needed to accurately communicate between the deaf and hearing consumers. The figures from the Health Interview Survey clearly draw attention to the fact that there is a major need to incorporate a multicultural focus into the existing interpreter preparation programs. New programs may be needed to be implemented in the regions with higher minority populations or at colleges or universities that have traditionally served minority students such as the Historically Black Colleges and Universities (HBCU's). This need is further identified from within the multicultural Deaf Communities. Existing and emerging minority consumer groups are aware of the need to recruit more interpreters from multilingual/multicultural backgrounds, and to provide cultural sensitivity issues within sign language interpreter curricula.

Culturally Diverse Community Needs

African-American/Black

In March 1993, the NAD Broadcaster published an article entitled "Discrimination Barriers that Hold Back Black People" written by Herbert Anderson, Jr. in which Anderson observed:

> "Between February 1992 and April 1992, Gallaudet University hired at least four black interpreters, the largest number of black interpreters to ever work there. Gallaudet is the world's only full-scale university for deaf people, with over 125 years of teaching deaf students, yet 1992 is the high point in giving black interpreters a chance to use their skills. The progress in getting more black interpreters has been very slow, even though the use of black interpreters is very important to black audiences and students". The second largest problem identified at the conference was the "Lack of Black Interpreters". There are not enough and no one made any effort to obtain funds for special training to provide more black interpreters. Training someone to be a professional interpreter is very expensive and takes a lot of time, so it is something few black people can easily afford."

Anderson wrote this article after attending The Black Deaf Experience: Excellence and Equity conference, held in Decatur, Georgia in 1992. No evidence can be found that the availability of Black interpreters has changed significantly since the article initially appeared.

Hispanic. The complexity of co-cultures within cultures is evident in the Hispanic Community. In an article by Roger E. Hernandez, according to research funded by the Ford and Rockefeller foundations. Hispanics generally identify with their country of origin, such as Puerto Ricans, Cuban-

Americans, and Mexican-Americans but 74%, 69% and 78%, respectively, felt that the culture of the various groups was "very similar or somewhat similar." The commonality of the groups is the shared use of the Spanish language, although research has shown that 66% of those born in the United States use English as their primary language.

No statistics are available on the number of certified or qualified Hispanic interpreters. Within the Hispanic community interpreter services are many times provided using three or four languages or modalities. El Paso, Texas is located on the border across the Rio Grande River from its sister city Juarez, Mexico. El Paso has a general population of over 70% Hispanic residents. In El Paso, in the neighborhoods with the lowest Hispanic population, Spanish is the primary language spoken in 41 % of the homes; and in the neighborhoods geographically closest to the Mexican border, Spanish is the primary language in 91 % of the homes. The Hispanic deaf community residing near the United States/Mexican border presents a mixture of languages and modalities. Consumers often blend Mexican Sign Language (MSL) and American Sign Language (ASL) with English and Spanish to form complex multilingual consumer communication modalities and language preferences.

During the recent 1994 National Hispanic Conference trilingual (English/Spanish/ASL) interpreter services were required. Recognizing the

important of trilingual interpreters, NHC established a special committee to focus on interpreter issues. Angela Roth, a NMIP consultant, was selected as the chairperson. In response to the increase of requests for trilingual services, the Texas Commission for the Deaf and Hard of Hearing has convened a task force to focus specifically on trilingual interpreter issues.

Similarly, employers are now requesting trilingual (English/Spanish/ ASL) interpreters. Sprint's Relay Texas was the first in the nation to recognize and provide for bilingual English/ Spanish telephone relay services. Sprint as an employer has reported difficulty in locating sufficient human resources to meet this growing need for multilingual relay services. Other states have begun to add these customized services as the national becomes increasing sensitive to multicultural and diversity issues.

Native American/Alaskan Native. Statistics and data about interpreting among the Native American population is even more scarce. To date there have only been three national meetings of the Intertribal Deaf Council (formerly named the National Association of Native American Deaf) begun in Oklahoma in June of 1994. Intertribal Deaf Council (IDC) has subsequently had two annual conventions, one in Albuquerque in 1995, and one this past summer at the Yakima Nation Cultural Center in Toppenish, Washington. This fledgling group is attempting to even and identify locate Native American interpreters. In a personal letter, published in the

newsletter of the Community Outreach Program for the Deaf, sewing Arizona and New Mexico, tribal member Will Yaska wrote:

> "I have seen that many interpreters are not interested in working with Indians. What I need are Indian interpreters. We would like all available CSC certified ASL Indian interpreters to work for us. They can become IDC associate members."

Although hard statistics are not available, according to IDC members, the number of nationally RID certified Native American interpreters must be less than 5, if that many. Therefore the initial groundwork must be laid. We can start by asking the following questions. What are consumers communication needs? What are the available resources? What are the culturally appropriate ways to approach the Native American Community? How can be collaborate and create positive outcomes? The general understanding is that deaf Native Americans belong to uniquely individual tribes with their own cultural heritage and language. However, the approach of many tribal groups is internal, not external, based on a community answer to a community problem. As with each targeted group, diverse approaches would be respected and supported by the National Multicultural Interpreter Project (NMIP).

Asian-American/Pacific Islander. "Access Silent Asia" was the theme of the 1994 conference to initiate the bringing together of Asian Deaf

communities. (The group will have a second conference in Los Angeles during March, 1997.) The deaf members of Asian-American/Pacific Island communities are perhaps the most linguistically diverse with a multiplicity of distinct languages and cultures from Japan, China, Korea, Vietnam and Hmong to name a few. No formal national organization has been established to date. There are two active community groups located in Washington, D.C. and the Bay Area in California. These groups came together indicating the trend to identity national issues within the larger Asian/Pacific Island Deaf communities. According to Debbie Kajiyama, the interpreter coordinator, 1994 represented an initiative to provide an interpreter networking entity, however, no formal organizational structure has been implemented to date. The group is currently exploring interpreter support mechanisms.

Interpreters Who are Members of Minority Communities.

Multilingual/multicultural interpreters should be highly employable when more available. Students and interpreters who are themselves from minority backgrounds often have unique professional and training needs. Often they find themselves the only person in a training class or program who are from an multi-ethnic or multicultural background. It occurs that often they may not have met or seen deaf community members or other interpreters from a similar multilingual or multicultural backgrounds. Several interpreters interviewed expressed the need to develop professional peers and mentors so as not to feel isolated. There is frequently a need to

increase self-esteem and confidence in interpreting situations outside their cultural community. These interpreters are requesting pre-service and post-service skill building and support to achieve professional certification. These interpreters often need leadership opportunities and to be more visible and participate more actively at local, state and national levels. All interpreters who provide multilingual and multicultural interpreting services need to be professionally recognized and to be justly compensated for their valued added expertise.

Interpreters Who are from Euro-American/White Culture.

The majority of current interpreting students and working interpreters will be providing services to increasing numbers of culturally diverse consumers. Consequently, these interpreters need to enhance multicultural sensitivity and competencies so that they may continue to provide professional and accurate interpreting services to the changing consumer populations. They should be exposed to current issues of importance to minority interpreters and consumers. They need an increased knowledge base regarding cultural diversity issues and to become aware of their own Euro-American cultural values and how the two interact. Increased cultural awareness both of themselves and others will lead to less unconscious bias and increased openness and trust for building new partnerships. Team and partnering strategies will need to be developed and promoted in order to provide the highest quality of interpreter services for all consumers involved.

Closing

In summary, the National Multicultural Interpreter Project (NMIP) at El Paso Community College will act as a facilitator for a open dialogue among interpreting students, the interpreter profession and the consumer groups on the complex challenges and opportunities of interpreting in multilingual and multicultural environments. The key component will be the development of project's National Multicultural Interpreter Consortium. With the shared leadership and vision of interpreters and consumers working to build the Consortium, the NMIP grant will assist the interpreter profession to quantify the cultural wisdom and experiences of many individuals and groups. The benefits of this knowledge, talent, and wisdom of the diverse membership will be incorporated and made available as curricula products and presentations that will be available as both pre-service and in-service tools to increase and enhance the knowledge and skills of sign language interpreters. Together the opportunities for team-building, partnerships, and mutual mentoring will advance our interpreting profession and contribute a professional model to our nation.

The National Multicultural Interpreter Project (NMIP) welcomes your participation and involvements!

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EDUCATIONAL INTERPRETER ASSESSMENT: THE DEVELOPMENT OF A TOOL

Elisa Maroney
Bonnie Singer

Introduction

In the 1960's when the surge in American Sign Language/English interpreter education began, the emphasis was on the quantity of interpreters rather than the quality of their performance. (Bienvenu, 1989.) More interpreters were needed to fulfill a growing demand for services. With the advent of such legislation as Section 504 of the Rehabilitation Act of 1973 and Public Law 94-142 (Frishberg, 1990), mandating a continuum of education options, and the recent movement toward inclusion, the quantity of educational interpreters continues to be a priority.

At the same time, the Deaf community, parents, members of the multidisciplinary educational team, local school districts, state legislatures, and others continue to demand quality in interpretation. States and local school districts are beginning to establish means of quality control both in the hiring practices and the assessment of currently working educational interpreters. For example, several states, including Oregon, have enacted laws requiring quality from educational interpreters. States are establishing task forces and providing funding to develop assessment procedures. Recently, the Board of Education of the City of New York distributed a request

for proposals to develop a sign language interpreter/transliterator screening test. (1996.)

In this article, we plan to discuss the development of the assessment tool that has been field tested in Oregon's Regional Programs. This article will include a discussion of the background and rationale of the development of the tool, the goals of the tool, an overview of the tool, and the development of source materials. A discussion will be included on the field testing in terms of both quantitative and qualitative assessment issues.

Background and Rationale

In 1991, work began on the task of standardizing interpreter hiring practices within Oregon's Regional education programs. Through the collaborative efforts of many professionals, recommended guidelines were developed. (Oregon Guidelines, 1991.) At the same time, performance evaluation tools were carefully researched and reviewed. The Educational Interpreter Subcommittee, comprised of Oregon Regional Program interpreter coordinators, interpreter educators, educational interpreters, Deaf professionals, and teachers of the Deaf, determined that no currently available tool met the needs of Oregon's Regional programs. An assessment tool that will function effectively for both the hiring of quality educational interpreters and quality assessment of currently working educational interpreters is needed.

Subcommittee members were guided by interpreter educators Sandra Gish, Western Oregon State College, and Rebecca Robinson, formerly of Portland Community College, in the development of the recommended guidelines and the early research and review of assessment tools. During this time, the Educational Interpreter Subcommittee developed a mission statement to guide their work. The mission statement is as follows:

> We believe that children are in the process of acquiring languages. Our decisions are guided by our recognition that the interpreter may be a language model in the child's language acquisition process and that through meaningful interpretation, children gain access to information in the educational setting. We are committed to making the child's language the primary consideration for interpreter assignment.

They also identified four areas of skill that they wanted the tool to measure. Those areas are message equivalency, linguistic competency, fluency, and process management. Based on the mission statement, the four skill areas, and the goals developed by the Texas Commission for the Deaf (The Board for Evaluation of Interpreters, 1990), the subcommittee began to develop goals for the assessment tool that they would eventually adopt. Working goals of the educational interpreter/transliterator assessment tool are:

- To improve and maintain quality interpreter services for children who are deaf and hard of hearing attending Oregon public schools.

- To assist in increasing the number of qualified interpreters working in educational settings.
- To encourage appropriate placement of qualified interpreters with children who are deaf and hard of hearing.
- To provide feedback and a plan for professional development to interpreters working in educational settings.

At the same time, Gish had been using a tool she had developed for counting message equivalent interpreted units, as well as providing some qualitative assessment in terms of linguistic competency, fluency, and process management. She felt this was working for the educational interpreter assessments in which she was participating and began to encourage the interpreter coordinators to use the tool. Trainings were provided on use of this tool and the regional program interpreter coordinators began to use the tool with the educational interpreters and transliterators they supervised. The subcommittee ultimately felt that this was the tool they wanted to use. However, this tool needed to be revised and a manual developed.

Elisa Maroney, who joined the subcommittee in 1995, was elected to draft a proposal to the Oregon Department of Education for funding to revise the tool and develop a manual. Funding was granted in May 1996, the tool was revised slightly, and a training was arranged. Most subcommittee members participated, and, to broaden the pool of assessors, a group of

certified community interpreters and interpreter educators were invited to participate. Field testing began immediately after the training and was completed by the end of the school year.

Field Testing

During the spring of 1996, the Regional Program interpreter coordinators field tested a draft of the assessment tool (Appendices B, C, and D). Interpreters were only assessed from spoken English to American Sign Language, to a signed English system, or to contact signing.

Participants

The individuals who were assessed were educational interpreters and transliterators from six of the seven Regional Programs. Their backgrounds and experiences vary greatly, from experienced and educated to little experience and on-the-job training. They work in a variety of grade levels from kindergarten through twelfth grade. At this time, all of the interpreters who participated in the field testing have been videotaped, but not all have been assessed. We currently have assessments from four of the Regional Programs. Of the assessments from the four regions, only sixteen out of thirty-four assessments have been completed.

The individuals who assessed the educational interpreters and transliterators were primarily Regional Program interpreter coordinators. In the southern region, the interpreter coordinator designated two lead

interpreters besides herself to perform the assessments. A school district in another Regional Program, contracted with Bonnie Singer to perform their assessments. Interpreter coordinators performed the assessments in the four remaining programs. All of the assessors had been through at least one training with Sandra Gish on use of the tool.

Source Material

Source material selection and development was challenging. During the training, one of the tapes used was a fourth grade science class. The lesson focused on magnetism and metal filings. This activity seemed exciting and the children were actively involved. However, the event was not appropriate for assessment purposes. The instructor was speaking from an overhead projector while simultaneously performing a demonstration. When selecting source material, careful attention should be paid to the teacher's style and the classroom activity to assure that the event is compatible with the goals of the assessment. Winston's "Accessibility in the Mainstreamed Classroom" worksheet could be adapted for use in analyzing assessment compatibility. (1993.)

Training materials included six videotapes, two sets of transcriptions, and a draft of the assessment tool. One videotape and transcript were taken from the training materials to be used for the field testing.

The text for the field testing source material came from the Professional Development Endorsement System (PDES): The Public Schools

in Action Videotape series. We used Tape #13 - Part I, "Health - Anti Drug Activities." (1995.) The source videotape and a transcript (Appendix E) of a twenty minute section of the text were provided to each interpreter coordinator. Only a 10 minute segment (Appendix E, lines 46-208) of this section was used for assessment to allow the interpreters time to warm up and to allow for the fatigue factor. We wanted to ensure that their best work was being assessed.

Obtaining a Videotaped Sample

In most regions, the assessor also functioned as video camera operator. However, in at least one region, the video camera operator was someone other than the assessor. Instructions (adapted from the 1993 RID Applicant Bulletin and Study Guide and Strong and Rudser) to the video camera operator included asking the educational interpreters/transliterators to wear solid colored clothing that contrasts with their skin tone and not to wear red, white, or extremely bright colors; when preparing to videotape the educational interpreter/transliterator, they were to consider the conditions of the assessment environment, including atmosphere, size, background and temperature; to consider the lighting, especially insufficient lighting or glare; as well as to check the sound and the video systems to make sure that they are functioning adequately.

The video camera operators were also asked to provide the educational interpreter/transliterator with time to warm up in another room where

videotapes could be viewed and the interpreter/transliterator could relax or stretch. After the educational interpreter/transliterator had decided whether to stand or sit, the video camera operator was asked to set up the videotape camera so that the interpreter/transliterator could be seen from the front, framed in the picture from slightly below the waist to just slightly above the head. Background visual and auditory noises were to be avoided, so that neither the interpreter nor the audio/video recording would experience interference. Before leaving the assessment room, the video camera operator was to ask the interpreter/transliterator to provide a sample of his/her best work.

Each educational interpreter/transliterator was supposed to have received a copy of a brief synopsis including some vocabulary items (Appendix F). This did not always occur.

Application of the Tool

Background

In the Spring of 1996, a school district in one Oregon Regional Program contracted with Bonnie Singer to assess the 20 sign language interpreters who work in that district. These interpreters work in elementary, middle and high school settings and have a variety of backgrounds ranging from one to fifteen years of experience, and no formal training backgrounds to four-year interpreter education program graduates. Twelve assessments were

completed during spring 1996, only ten of which were included in the field study. Nine of those received numerical scores.

Singer's background as Interpreter Coordinator for a community college and Co-Director of a federal grant providing interpreter education throughout federal region 2 afforded numerous opportunities to provide feedback and assessment to interpreters. In these instances she employed a variety of methods and tools including on-site observations, videotaped interpretations of actual work, and videotaped interpretations produced in a studio setting.

The school district interpreter supervisor is a member of the Oregon Educational Interpreter Subcommittee and has attended a training on the use of the new assessment tool. Initial discussions included a debate on whether to continue to use in-class observation or to field test the tool, which required videotaped interpretations produced in a studio setting. Although "bugs" in a pilot study were anticipated, Singer and the interpreter supervisor agreed that it would ultimately benefit everyone involved to field test the new assessment tool. The advantages included an impartial assessment which would provide an accurate picture of an interpreter's work, consistent stimulus materials that would enable the use of a transcript and analysis of equivalent message units, and the revelation of successes and failures of the tool.

An orientation meeting with the interpreters was scheduled. During this meeting, Singer had the opportunity to meet the interpreters and get

some brief background information. In addition, she presented her own background and experience with assessment, observation, and feedback. The history of the development of the tool was described and the process in which the interpreters would be involved, as well as the tool itself, were explained.

Many of the interpreters immediately conveyed their discomfort with the idea of videotaping, claiming that it is artificial and nerve provoking. They also felt that some important aspects of their work would be lacking in a videotaped sample, such as their rapport with students and teachers, their interaction with the environment, and their familiarity with the subject matter, students, and teachers. These concerns were noted and acknowledged and the interpreters were assured that these concerns would be taken into account as observations and analysis were performed.

The interpreter supervisor scheduled the interpreters to be videotaped and scheduled follow-up feedback sessions between Singer and each individual interpreter. Approximately four weeks separated the videotaping sessions and the actual feedback sessions. During this time, interpreters were encouraged to watch their videotapes and bring any questions or concerns to the feedback session.

Assessment

As Singer began working with the tool, she immediately faced frustration with the first videotaped interpretation. The first interpreter,

[3]Sally Thomas (Appendix G), had many years of experience and solid interpreter education experiences. The interpretation incorporated a great deal of sentential processing, with the addition of successful cultural adjustments and expansion, but sometimes resulting in the deletion of significant information. For example, Sally deleted a direct instruction made by the teacher to the students in the text that follows:

> They're mixed with other drugs./ You don't know what you're getting./ Would you write that down right now on your paper/ where it says, "strength of the drug"?/ You don't know what you're buying on the street./ Most...many of the drugs you buy on the street/--illegal drugs--/ are mixed with other substances./ And the reason they're mixed with other substances? (Lines 54-48)

While Sally produces a skillful expansion about the danger of buying illegal drugs on the street and how those drugs are often mixed with other substances unknown to the buyer, she leaves out the direct instruction, "Would you write that down right now on your paper where it says, 'strength of the drug?'" Although the tool contains a notation for omitted information there is no device to indicate whether this deleted information is crucial or inconsequential to the text.

In manipulating the tool, Singer found herself unable to accurately count equivalent message units. One problem was that the transcript of the text was chunked at the phrasal level and sometimes even at the lexical level making the measurement of sentential chunks of the interpretation difficult.

[3] Pseudonyms will be used to maintain anonymity for the educational interpreters who were assessed.

For example, Sally successfully used repetition of the same expansion discussed above when the teacher said:

> White powder./ Exactly./ So you never know what you're getting/ on the street/ in what you're getting./ (Lines 71-72)

There seemed to be no place to include added information into the score, regardless of whether it was appropriate or extraneous.

Because the transcript was chunked at the lexical and phrasal level, the tool seemed to be most easily applied to the work of the second interpreter, Joanne Hill (Appendix G), who was using more English-like signing. However, the target language was identified as "English-like Signing/Contact Signing" and "English Sign System: Signed English." Without a clearly identified target language, a language standard could not be applied to truly measure equivalency and accuracy.

As the interpretation was compared with the transcript, most of the information seemed to be included. However, upon stepping back from the tool and observing the interpretation as a whole, that all the words were there, but the meaning of the text was absent became obvious. There was a non-stop stream of signs with almost no pauses, no cohesive devices, no discourse markers, and inconsistency in the usage of English grammatical structures. According to this tool, this interpretation should receive a high equivalency score, and yet it lacked meaning. For example, in the following

text, Joanne interpreted ten out of nineteen chunks, but what she signed could not possibly be understood. The teacher said:

> If I were a drug dealer/ and you were buying drugs from me,/ why might I mix the drug you're buying from me/ and heroine and cocaine are very similar, too,/ both whitish-yellowish white powders/ – Why would I mix that drug with rat poisoning?/ Why in the world with rat poisoning?/ Why in the world would I want to give you, my buyer, rat poisoning?/ Think about it./ There's not a lot of love in the drug world,/ remember./ I'm the seller./ I'm the pusher/...let's say I'm the seller./ Do I really care about you?/ No./ What do I care about?/
> *(student) Money.*
> The Money. (Lines 75-83)

Joanne signed:

> SUPPOSE I [initialized sign] W-S [SEE sign] SELL DRUGS. YOU BUY FROM ME. WHY WOULD I MIX DRUG WITH H-E-R-O-I-N-C-O-K-N SAME. WHY MIX WITH DRUG WITH RAT POISONING. WHY WANT YOU. YOU BUY FROM ME. #N-O LOVE IN DRUG WORLD. I [initialized sign] SELL+AGENT P-U-S-H-E-R. DO TAKE-CARE ABOUT YOU? #N-O [non-dominant hand]. WHAT? TAKE-CARE MONEY.

This was not a successful interpretation, because of the deletions, the subject/object incongruency, and the use of the sign TAKE-CARE, resulting in a message that was not equivalent.

As the assessments proceeded, these same issues continued to arise. A broad range of acceptability and equivalency within each interpretation were identified. Thus, fairly high equivalency scores were assigned. When all the

scoring had been completed, that the results indicated most of the interpreters had demonstrated fairly high equivalency came as no surprise. The scores for the nine scored assessments ranged from 89% to 97% interpreted message equivalent units. However, those interpretations that successfully included deeper levels of processing, cultural adjustments, expansions, and appropriate deletions scored the highest, indicating that some accommodations had been made by the assessor and that the tool had somehow been reinterpreted to adhere to her definition of equivalency.

Feedback

After the videotape assessments had been completed, the individual feedback sessions began. Although they had been encouraged to do so, a majority of the interpreters had not viewed their videotapes prior to the feedback session. In fact, almost all of the interpreters began each session pointing out that the videotape could not be a true representation of the work they normally produced in the classroom due to its artificial nature, and the inability to convey relationships with students and teachers, interaction with the environment, and lack of familiarity with the subject matter and the participants in the videotape. This created a barrier that made it difficult for interpreters to listen to and benefit from the feedback session.

In most cases, we were able to explore these issues to their satisfaction, put them aside and engage in analysis and feedback. This took a great deal of time during the 30 to 45 minute feedback sessions. However, there were

several interpreters who insisted that this was simply not representative of the work they performed in the classroom. All the interpreters, with the exception of one, were surprised by the work they viewed on the videotape. Reactions were mainly that they thought they had "done much worse" and were pleased to see that "it wasn't that bad." As we proceeded, analysis and feedback was fairly successful. Most interpreters walked away with some "food for thought," but were still resistant to the videotaping process.

Recommendations

The field testing raised a number of issues that we would like to see addressed prior to engaging in another application of the tool.

Most pressing for us is the definition of equivalency as reflected in the chunking of the transcript and subsequent scoring of equivalent units. The tool currently reflects phrasal and lexical units as the basis for equivalency. For interpreters working between spoken English and signed English or some sign system, this definition is generally appropriate. However, there needs to be an adjustment in this concept for processed interpretation, whether it be in signed English, contact signing, or ASL (as is most often the case). Equivalency should be analyzed in larger grammatical, syntactic, and semantic structures to allow for sentential and or textual processing. In addition, processed interpretations often include implied, expanded, and/or deleted information. The tool should be adjusted to accommodate this and the transcript re-chunked accordingly.

If equivalency is to be analyzed at the sentential level, then the concept of deletion and weighing the importance of what is being deleted needs also to be addressed. We believe that an interpretation that contains the main ideas with some deleted details is far more successful than one where all the details are contained but the main points are not clearly portrayed. Again, this can be manipulated in the chunking of the transcript by analyzing the text using Gish's model of Goal to Detail text analysis. (1987.) We would like to explore adjusting the tool to reflect this concept.

Interpreters' anxieties about the videotaping process require attention. Perhaps one way to alleviate this is to address these concerns in greater depth during the orientation meeting. In addition, interpreters could be provided with written acknowledgment of these issues. These anxieties will never be completely quelled, but the more interpreters are able to discuss their feelings, the less time will be spent during the feedback session of this topic and the greater the benefit.

Interpreters need some guidance in selection of their target language. Although the manual will contain definitions of terms, a brief explanation and, most importantly, a demonstration of the languages and systems during the orientation may be helpful.

Another issue that the interpreters initially brought up was the fact that the student for whom they were interpreting would not be present. This became important during the assessment. If the target language of the interpreter was skewed, and yet comprehended by the student, should the

interpretation be scored as unequivalent and inaccurate? It is the authors' bias based on research by Livingston, Singer, and Abramson (1995) that although students may request or even produce more English-like signing, they ultimately have greater understanding of a text through the features employed in ASL interpretation. Thus, interpretations were scored with this in mind.

Perhaps individuals doing the assessments should also observe the interpreters at work in the classroom. This could help identify whether the videotaped sample was indeed a true representation of the interpreter's work, or whether the unsuccessful attempts were idiosyncratic due to the videotaping process.

The videotape stimulus material needs some adjustment. Grade appropriate stimulus materials need to be developed. Some of the interpreters' discomfort came from their feelings that the stimulus materials were not appropriate for the students with whom they normally work. In addition, interpreters need complete enough background information to feel comfortable with the text. This could include a short summary of the text provided by the speaker with information on where in the curriculum this particular lecture fits. Students in the videotaped classroom should be identified prior to taping with, perhaps, invented name signs.

Conclusion

This assessment tool is a work in progress. The process has been long and will continue even after the work is published by the Oregon Department of Education this fall. Over the years that the Educational Interpreter Subcommittee has been working on the task of designating and/or developing an assessment tool, an incredible amount of learning has taken place. Where the group began this process believing that we did not have the ability to assess educational interpreters and transliterators, we now believe that, with training and a tool that meets the needs of the Oregon Regional Programs, assessment is possible.

We hope that by sharing this with interpreter educators, some of the issues that have arisen for us may be resolved and some issues we have been unable to see because of our close proximity to the project will be brought to light.

Acknowledgments

We would like to express our appreciation and gratitude to the Educational Interpreter Subcommittee members, and the Oregon Department of Education for their continuing support and assistance throughout this project.

We would also like to acknowledge the work of Sandra Gish and Patty Gordon on the early development of the tool.

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DRAFT – DO NOT DUPLICATE

APPENDIX A

This form is a draft of the educational interpreter/transliterator information sheet used during the field testing.

EDUCATIONAL INTERPRETER/TRANSLITERATOR ASSESSMENT

Interpreter/Transliterator Information

Name: _____ **Date:** _____

Regional Program/School District: _____

_____

Part I

1. Please describe your interpreter education background and experience.

2. a. What language or system will you use for this assessment videotape? (Check one):

   __ English-like Signing/Contact Signing

   __ English Sign System (Please specify):_____

   __ American Sign Language

   b. Please describe the hypothetical student(s) to whom you will direct this interpretation/transliteration. Considering his/her language or system, age, grade level, and any other pertinent information about your target student, list the factors that may impact your interpretation/transliteration.

3. Please read the confidentiality statement and sign below.

   I agree that I will keep all information about the content of the assessment materials confidential.

Signature: _____ **Date:** _____

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Part II

1. Upon completion of the videotaping, please describe/assess your performance in terms of message equivalency, linguistic competency, fluency, and process management.

2. Please indicate below how you felt about the assessment process. What worked and what did not work for you?

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APPENDIX B

Appendices B, C, and D are drafts of the assessment forms used during the field testing.

Interpretation/Transliteration: Sign to Spoken English

Check one:

__ **ASL to Spoken English**
__ **English-like Signing/Contact Signing to Spoken English**
__ **English Sign System to Spoken English**

Part I: Message equivalency

Key for Rating Interpreted/Transliterated Units

1	successful	0.5	some success
0	unsuccessful	x	no attempt

Total message equivalent units		_____		
Total script units	divided by	_____	=	_____%
Total units not attempted	minus	_____		
Total interpreted units	divided by	_____	=	_____%

Notes for adjusted total script units:

Total interpreted units (from above)		_____		
Adjusted script units	minus	_____		
Final message equivalent units		_____		
Final total script units	divided by	_____	=	_____%

DRAFT – DO NOT DUPLICATE

Part II: Linguistic Competency

A. Grammaticality

Sentence types:

- declarative statement
- yes/no question
- wh-question
- conditional
- command
- rhet-question
- compound
- complex
- passive
- negation
- assertion

B. Morphology

Inflectional affixes:

- plural (-s)
- possessive (-'s)
- comparative (-er)
- superlative (-est)
- third person singular (-s)
- past (-ed)
- past participle (-en)
- future participle (-ing)

Nouns

Verbs

Pronouns

Adverbs

Determiners:

- articles
- each/some/all
- specified/unspecified

C. Discourse Features

Cohesive Devices/Congruency

Cultural Adjustment

Semantic Conformity

Direct/indirect address (role shift)

Register

Affect

Style

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Part III: Fluency of the Interpreted/Transliterated Message
Clarity
Smoothness
Speed
Pausing/phrasing
Overt processing/noise
Distractions
Intonation
Pronunciation

Part IV: Process Management
Use of process time
Clarification techniques
Correction techniques
Interaction with environment
Posture/energy
Repetitive motion issues

Part V: Additional Comments

Part VI: Summary

DRAFT – DO NOT DUPLICATE

APPENDIX C

Interpretation: Spoken English to ASL

Part I: Message equivalency

Key for Rating Interpreted Units

1	successful	0.5	some success
0	unsuccessful	x	no attempt

Total message equivalent units		_____		
Total script units	divided by	_____	=	_____%
Total units not attempted	minus	_____		
Total interpreted units	divided by	_____	=	_____%

Notes for adjusted total script units:

Total interpreted units (from above)		_____		
Adjusted script units	minus	_____		
Final message equivalent units		_____		
Final total script units	divided by	_____	=	_____%

DRAFT – DO NOT DUPLICATE

Part II: Linguistic Competency

A. Grammaticality

sentence types:

- declarative statement
- yes/no question
- wh-question
- conditional
- command
- rhet-question
- compound
- complex
- negation
- assertion

B. Morphology

Inflection:

- Subject-object agreement
  - orientation
  - location
  - orientation and location
  - object information
  - reciprocals
  - object-only verbs
- Aspect
  - continuity
  - regularity
  - prolonged period
  - repetition (over and over again)
  - hurry
- Use of classifier predicates
- Use of numeral incorporation
- Use of fingerspelled signs as predicates
- Use of signing space

Derivation:

- Noun-verb pairs
- Compounds
- Fingerspelling
- Foreign loans
- Numeral incorporation
- Formation of classifier predicates
- Use of existing signs to create new signs

Time indicators

- lexical
- habitual

DRAFT – DO NOT DUPLICATE

Pluralization
  classifier predicates
  lexical
Verbs
  Lexical
  Classifier predicates
Pronominalization
  singular/plural
Modifiers
  lexical
  classifier predicates
  non-manual signals
Determiners
  each/some/all
  specified/unspecified

C. Discourse Features
Cohesive Devices
Cultural Adjustment
Semantic Conformity
Direct/indirect address (role shift, body shifts, Eye gaze)
Register
Affect
Style

Part III: Fluency of the Interpreted Message
Interpretation
Clarity
Smoothness
Speed
Pausing/phrasing
Overt processing/noise (visual or auditory)
Distractions
Fingerspelling
Position
Clarity
Smoothness
Speed

Part IV: Process Management
Use of process time
Clarification techniques
Correction techniques
Interaction with environment

Posture/energy
Repetitive motion issues
Indication of speakers (i.e., student or teacher)

Part V: Additional Comments

Part VI: Summary

DRAFT – DO NOT DUPLICATE

APPENDIX D

Transliteration: Spoken English to Sign

Part I: Message equivalency

Key for Rating Transliterated Units

1	successful	0.5	some success
0	unsuccessful	x	no attempt

Total message equivalent units		_____		
Total script units	divided by	_____	=	_____%
Total units not attempted	minus	_____		
Total interpreted units	divided by	_____	=	_____%

Notes for adjusted total script units:

Total interpreted units (from above)		_____		
Adjusted script units	minus	_____		
Final message equivalent units		_____		
Final total script units	divided by	_____	=	_____%

DRAFT – DO NOT DUPLICATE

Part II: Linguistic Competency

A. Grammaticality

Sentence types:

- declarative statement
- yes/no question
- wh-question
- conditional
- command
- rhet-question
- compound
- complex
- passive
- negation
- assertion

B. Morphology

English:

Inflectional affixes:

- plural (-s)
- possessive (-'s)
- comparative (-er)
- superlative (-est)
- third person singular (-s)
- past (-ed)
- past participle (-en)
- future participle (-ing)

ASL:

Inflection:

- Subject-object agreement
  - orientation
  - location
  - orientation and location
  - object information
  - reciprocals
  - object-only verbs
- Aspect
  - continuity
  - regularity
  - prolonged period
  - repetition (over and over again)
  - hurry
- Use of classifier predicates
- Use of numeral incorporation
- Use of fingerspelled signs as predicates

DRAFT – DO NOT DUPLICATE

Use of signing space
Derivation:
Noun-verb pairs
Compounds
Fingerspelling
Foreign loans
Numeral incorporation
Formation of classifier predicates
Time indicators:
lexical
habitual
Pluralization:
classifier predicates
lexical
Verbs:
Lexical
Classifier predicates
Pronominalization:
singular/plural
Modifiers:
lexical
classifier predicates
non-manual signals
Determiners:
each/some/all
specified/unspecified

C. Discourse Features
Cohesive Devices
Cultural Adjustment
Semantic Conformity
direct/indirect address (role shift)
Register
Affect
Style

Part III: Fluency of the Transliterated Message
Transliteration
Clarity
Smoothness
Speed
Pausing/phrasing
Overt processing/noise
Distractions

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Mouth movements
Fingerspelling
Position
Clarity
Smoothness
Speed

Part IV: Process Management
Use of process time
Clarification techniques
Correction techniques
Interaction with environment
Posture/energy
Repetitive motion issues

Part V: Additional Comments

Part VI: Summary

APPENDIX E
Transcription
Assessment Training Videotape #1a
"High School Health"

Transcription by Todd Agan

...the rest of it we pretty much covered. Some of the effects of drug misuse and abuse. The physical effects of the drug; specifically, what are some of the things that will affect how quickly the drug effects you. When we talked about alcohol, we talked about some of the things that will determine how quickly you get drunk. On Roman Numeral number one, letter "a," some of the factors that will influence the effects. These are the things I want to go over, especially two or three of them because I want you to take some notes. OK. The dosage, of course, is how much, and that of course will have a big effect if you take a lot of a drug or a little bit of a drug.

Number two: the size of a person. Remember, don't put down the size of the person, the weight of the person, how tall the person is and the age as four different answers. They're all relative. The key thing of course is the weight, because of course the bigger the person is, the more the body can handle.

How it's taken is number three. And that's one I want to spend a couple of minutes on. What are some of the ways in which you can take different kinds of drugs? And remember, now, we are talking specifically illegal drugs. There are four different ways. Anybody know what they are? Who haven't I heard from in a while? Farrah?

(female student) Sniff or inhale?

OK. Sniff, inhale. And what is the word we use for that? What do you call it? Somebody said it. You don't inhale coke, you don't sniff coke, you...what?

(male) Snort

Snort. Right. What's another way we can take drugs? Danielle.

(female) (inaudible)

Sorry?

(female) Needles.

OK. Inject. When you inject there's two ways of injecting. Be sure you're getting all this down on your paper. One is mainlining.

(student) (inaudible)

Right. And that's directly into the vein. And the other one...anyone know what the other one is called? Called skinpopping. Skinpopping is when they inject just under the skin. When you come in next week, I have some drug slides that I'm going to show you. Excuse me. *(pause)* What they do with skinpopping is just inject it just under the skin into the muscle tissue, and when you come in next week I think on Monday, I'm going to show you some slides, some drug slides, and there are two slides in there. One of mainlining directly into the vein and the other is skinpopping, where they just go under the skin. And the thing that's interesting is the kind of marks that the different kinds of injections will leave on the skin and I think you'll find them quite interesting to look at. How else? Sniffing, injecting...how else can you take drugs?

(female) Through your mouth.

Right. Swallow. Good.

(female) Smoking.

Right, and smoking. So you have four different ways that drugs can be taken. Obviously, some will effect the body much faster than other ways. Smoking was the most direct way, has the most immediate effect. That's why people who use crack experience their high so quickly.

[START ASSESSMENT HERE.]

Number four:/ The strength of the drug./ What is the key danger in using illegal street drugs?/ What's the danger with going out on the street/ and buying drugs on the street?/

(garbled responses)

OD./ Because...?/

(garbled response)

Or...?/

(garbled response)

They're mixed with other drugs./ You don't know what you're getting./ Would you write that down right now on your paper/ where it says, "strength of the drug"?/ You don't know what you're buying on the street./ Most...many of the drugs you buy on the street/--illegal drugs--/ are mixed with other substances./ And the reason they're mixed with other substances?

(male) It's cheaper.

Right./ It's cheaper for the drug...the seller/...if I sell you pure stuff/ I'm gonna run out of pure stuff./ If I mix it with all kinds of things/ it lasts longer/ and I make more money./ Cocaine is basically what color?/

(student) White.

White what?/ *(garbled, mixed responses)* White/ right/ white powder./ Off-whitish powder./

(male) It's probably flour.

Right./ Baking soda...what color?/

White./

--powder./ Rat poisoning?/

White powder.

White powder./ Exactly./ So you never know what you're getting/ on the street/ in what you're getting./

(male) Why use rat poisoning though,/ 'cause if they give you some it could kill you/ (garbled)

OK./ You're right. That's a good question./ If I were a drug dealer/ and you were buying drugs from me,/ why might I mix the drug you're buying from me/--and heroin and cocaine are very similar, too,/ both whitish-yellowish white powders/--Why would I mix that drug with rat poisoning?/ Why in the world with rat poisoning?/ Why in the world would I want to give you, my buyer, rat poisoning?/ Think about it./ There's not a lot of love in the drug world,/ remember./ I'm the seller./ I'm the pusher/...let's say I'm the seller./ Do I really care about you?/ No./ What do I care about?/

(student) Money.

The money./ And the thing that's interesting,/ the guys who are on the top,/ the big drug dealer from up here,/ the number one king pin,/ do

you think he does drugs/--and I say "he" meaning "he or she"/--do you think he does drugs?/

(student) No

No./ That's the thing that's so amazing./ They don't do the drugs./

(student) They're smart.

They're smart./ They know what to do./ These guys don't use drugs./ So you say to me,/ "why they selling drugs?"/

(male) Money.

Money./ Big bucks out there./ So why if I have you now as all my little buyers,/ why would I maybe give you pure stuff/ or maybe mix it with rat poisoning?/ (inaudible response) I might not like you?/ Why would I not like you?/

(male) Maybe you did something to them?

Yeah./ Maybe I did something./ Like what?/ Remember, if I'm selling you drugs,/ what we're doing isn't exactly legal./ I'm not going to put it on my income tax folks./ Right?/ Right./

(male) Say a guy comes/ and he buys a whole lot,/ you know he's gonna come back./ You mix it with rat poisoning,/ he ain't gonna come back./

What could that guy fear?/ Frank, what's my fear?/

(male) Tell the cops, but still--/

Let me give you a story,/ and this happened./ A couple of years ago/ I had a police man come in/ and tell us about cocaine/ and there was

apparently a big time drug dealer/ in Wallingford,/ and the guy was dealing in cocaine./ They knew who the guy was/ but they couldn't catch him in the act to make an arrest/ and they knew of two or three people/ who were drug users/ who were buying for this guy/ but you just can't go up/ and say that I'm going to arrest you today./ You know?/ I have to have proof/ and I have to catch him in the act./ Apparently they had just made a drop/ at this woman's house in Wallingford/...you know what a drop is?/

(garbled)

OK,/ good,/ where they deliver the drugs,/ make their sale,/ et cetera./ The police went in right afterwards./ They found the woman dead/ with a needle with the cocaine/ still in her arm./ They had sold her one hundred per cent pure cocaine./ You know what happens with a hundred per cent pure cocaine?/ Dead./ Right,/ there she was,/ and so you just don't know/ and so I and so I got this reaction./ "Do you think the dealer thought/ she might start to inform on him et cetera?"/ and he said "Yeah."/ and even though you're my big time buyer, Frank,/ and I wipe you out with my rat poisoning/ are there still other dummies out there/ who are gonna buy from me?/

(Frank) Yeah

Are there more fish out there?/

Yeah.

Yeah./ They're going to make their money./

(Frank) Now say this cop went undercover /and bought some/...they're not, they're not gonna use it/ just give it to the cops/ if they bought if from 'em,/ and the cops gonna put it somewhere./ Then they're gonna arrest the guy./

Right./ Well, they're gonna test it/ to see what's in it/ but if I'm the undercover police man/ I'm certainly not going to try the drug./ You got that right./ They'll get ya/ and they'll mix it with all kinds of stuff/ on the street/ and you just don't know what you're getting./

Pills./ Tomorrow, I come in here with some pills/ and I say "OK, we're going to do some experiments./ Some of these are uppers/ and some of these are downers."/ You know what's in my pills?/ I come in here with marijuana tomorrow/ and I give everyone a joint/ and we're all gonna get high together./ What could be in that marijuana?/ What could I have that laced with?/

(student) LSD.

LSD or PCP./

(student) But you wouldn't,/ because you're wasting your money./

Right./ But might I do it for kicks?/ He said I wouldn't do it/ because it's wasting my money./ You're right./ Absolutely./ But people have put LSD on postage stamps/ and things so that who would try them?/

(student) Kids.

Little kids./ Just for their jollies/ to see what the effect is gonna be/ on little kids using these drugs./ And people will sell these things/ and mix

them/ and the point is you never know what you're going to get/ when you buy illegal drugs on the streets/ and that's the point of that one./

The next one:/ The solubility of a drug./ Drugs that you're going to take/ and remember now/ we're talking about the illegal drugs/ are either fat soluble/ or water soluble./ And what this mean is/ when you take the drug/ and the drug gets into your system./ Some of the drugs/ they get into your system,/ some of them get into your system,/ your body uses them up/ and then they're eliminated/ within a reasonably short period of time./ Others will get into your body,/ into the fat cells in your body/ and they will stay there for weeks,/ months,/ sometimes years./ There are three drugs that are fat soluble,/ which means use the drug today/ and that drug is still going to be in your system next week,/ next month,/ maybe six months from now./ Does anybody know what those three drugs might be?/ Danielle?/

(female) Acid.

Acid,/ which is LSD,/ is one of them./ What else?/

(female) Marijuana.

Marijuana./ And what's the other one?/

Cocaine.

Not cocaine, but.../

PCP.

Right./ Remember,/ when you see "LSD,"/ you always think of PCP./

(male) Hallucinogens?

Right./ The hallucinogens are always fat soluble./ Excellent./ Exactly./ Good,/ you remembered that word./ The other will be out of your system./ If you took marijuana today/ and we're going to talk about marijuana next week,/ but if you smoked a joint today,/ and suppose you had a test next Friday,/ a week from this Friday,/ and-- what?/

(inaudible)

Which word?/ You like that word/? OK/ let's suppose you're going for a test next week,/ next Friday to get into the service or whatever reason,/ and you smoke one joint today./

(student) It's going to show up next week.

It's going to show up next week./ And you're going to say stuff,/ "Well, I won't do anymore/ because I want to be clear/ when I go for this drug testing a week and a half from now."/ It's going to be in your system./ Marijuana can stay in your system up to thirty days/ depending of course how much you smoke,/ et cetera./ And the thing that is interesting/ about marijuana/ is if you smoke it today/ and it stays up until here/ *(teacher illustrates on the board)* and you smoke your next one here/...

(student) You're just doubling the--

Right./ You're doubling the effects/ so it's never going to completely our of your system/ and that's why it shows up in drug testing./

(student) What if you don't smoke it/ but someone near you is smoking it/ and you inhale it,/ will it show up?/

Yes,/ but not for as long a period of time/ but it would still depending on how soon afterwards./ Yes it will be in your system./ OK?/ Alright?/ Any questions on the solubility/...pardon?/

(male) Can you get high off of that?/

Yeah./ Sure, you could./ Ever walk by/ and smell that stuff?/ Yeah, walking down/...I was going to say walking down the street,/ but you know walk in a room/ where people are using it./ Oh yeah!/ The setting,/ the set and the setting./ What that means is:/ where you are,/ with whom,/ and so on./ Tomorrow, if we do a little experiment in here/ and we're not/ so don't get your hopes up./ Too bad./ We're all going to do crack tomorrow,/ OK?/ We know crack is what kind of drug?/

(student) Good?

No,/ not good,/ but what kind of drug?/ Stimulant,/ right./ We know it's a stimulant./ Can I pretty much predict/ how you're going to react/ after you take a stimulant drug?/

Yeah.

Absolutely./ I can pretty much predict/ how you're going to react./ You use a depressant drug/...the thing is,/ when you're using some drugs/ like these three/ you cannot predict/ what the effect's going to be/ and that's where the set and setting comes in/ because you just don't know/ how different people are going to react/ in different situations./ Frank, try to stay with us right to the end,/ OK?/ Don't pack up yet,/ and that's what we mean by set and setting./

Drug interaction./ If I give you a sleeping pill,/ and I give you alcohol,/ they are both what type of drug./ Depressants./ What's going to happen?/ **[STOP ASSESSMENT HERE.]**

(student) Die.

(student) You're going to double the effects.

Not necessarily, but it's a good chance because you will double the effect of the two. But if I give you a stimulant to bring you up and then I give you a depressant right away to bring you down, you come back to square zero, and nothing happens, correct?

No.

Wrong. What happens?

(garbled)

Do you know? No you don't know because remember one is going to cause an affect on the other, but you cannot predict which drug is going to have the affect on your body and that's the problem of course with drug interaction.

(male) So, so if I like take No-Doz and then take a sleeping pill, you kinda...

Right, good example. He says if you take No-Doz and then you take sleeping pills, well then it should have you right back from where you started from. Not necessarily. And the last two, of course, the mood, we talked about with alcohol. The mood. Your expectations at that time and of course tolerance, needing more and more to get the same affect...

APPENDIX F

The brief synopsis that follows should have been available to each educational interpreter/transliterator before the assessment.

High School Health

This 20 minute segment is an excerpt from a high school health class. The portion that you will be interpreting focuses on **factors that will influence the effects of drugs on an individual**. The factors discussed include:

- dosage,
- size of the person
- how it's taken, i.e. snorting, injecting (mainlining - directly into the vein or skinpopping - injection into the muscle just under the skin), swallowing, smoking.
- strength of the drug, i.e. drug may possibly be mixed with other dangerous substances; solubility (fat soluble - will stay in system for a long period of time or water soluble - is eliminated within a reasonably short period of time.)
- drug interaction (drugs interact differently in the body with other drugs).

Terminology that comes up in the text includes:

- cocaine
- LSD/Acid
- PCP
- marijuana
- hallucinogens
- crack
- stimulant
- depressant
- joint
- uppers
- downers
- mainlining
- skinpopping
- solubility

APPENDIX G

This appendix includes the interpreter/transliterator information and quantitative and qualitative assessment results on Sally Thomas and Joanne Hill.

EDUCATIONAL INTERPRETER/TRANSLITERATOR ASSESSMENT

Interpreter/Transliterator Information

Name: *Sally Thomas* **Date:** *5/96*

Regional Program/School District *An Oregon School District*

Part I

1. Please describe your interpreter education background and experience.
   Graduated from one-year certificate program; have CT; freelanced during internship and worked freelance for 8 years; this is first year as educational interpreter

2. a. What language or system will you use for this assessment videotape? (Check one):

   __ English-like Signing/Contact Signing

   __ English Sign System (Please specify):_____

   _X_ American Sign Language *primarily with some contact sign/ vocabulary*

   b. Please describe the hypothetical student(s) to whom you will direct this interpretation/transliteration. Considering his/her language or system, age, grade level, and any other pertinent information about your target student, list the factors that may impact your interpretation/transliteration.

   Primarily ASL user, but some initialized vocabulary specific to this school situation. Often add additional explanation for English terms. I'm aware she's unfamiliar with, or that she questions me with her eyes.

3. Please read the confidentiality statement and sign below.

   I agree that I will keep all information about the content of the assessment materials confidential.

Signature: *Sally Thomas* Date: *5/96*

Part II

1. Upon completion of the videotaping, please describe/assess your performance in terms of message equivalency, linguistic competency, fluency, and process management.

Message equivalency: varied according to the assumed knowledge in the lecture - I didn't have it, neither did my 6th grade target audience

Linguistic competency: once again, this is not the vocabulary. I've studied - fingerspelling with brief explanations isn't right for a sixth grader - I would anticipate vocabulary being pre-taught so I could follow the lecture and my student, too.

Fluency: I'm fluent, even skilled, but I didn't feel connected to this at all.

Process management: in real life I would've asked the teacher to repeat sentences - I had difficulty hearing her and students. I would've positioned myself better for volume. I also was frustrated not having students' names. All I could say was "boy said; girl said." I didn't manage the volume problem at all. My lag time became too great for the pace of information given. But it's not how I generally work, so my tendency to relax into the lag time and go with it was thrown off. I'll do better next time. I'm bringing a drug-dealing, delinquent as my target audience...

2. Please indicate below how you felt about the assessment process. What worked and what did not work for you?

What worked:
-everyone has the same sample
-confidential tape and results
-scheduled personal feedback time
-seeing "hot" vocabulary in advance
-10 minute chunk from middle of taping

What didn't work:
-sample was ridiculously unrealistic for sixth graders
-sound quality was poor
-some of the really great things that are specific to educational interpreting couldn't be shown off in this kind of sample...
For example:
-learning classroom after classroom of kid's names for referencing
-how we manage the process and ask for clarification from kids and teachers (quickly, smoothly, and efficiently)
-when we talk with other interpreters on staff to learn vocabulary and maintain consistency.

Name: *Sally Thomas*

Interpretation: Spoken English to ASL

Part I: Message equivalency

Key for Rating Interpreted Units

1	successful	0.5	some success
0	unsuccessful	x	no attempt

Total message equivalent units		213		
Total script units	divided by	342	=	62 %
Total units not attempted	minus	119		
Total interpreted units	divided by	223	=	96 %

Notes for adjusted total script units:

Lots of expansion
Good process management -----> deletion of information
primarily unimportant
not sure if target language is really ASL, therefore I accepted anything that was clear and contained the important points with target language mixed English and ASL features

Total interpreted units (from above)		_____		
Adjusted script units	minus	_____		
Final message equivalent units		_____		
Final total script units	divided by	_____	=	_____%

Name: Sally Thomas

Observation and Feedback Synopsis

The factors that contributed to the success and or weakness of this interpretation are discussed below.

LINGUISTIC COMPETENCY

*Grammaticality

The interpretation a variety of sentence types, especially declarative, wh-question, yes/no question, negation, and conditional. However, the target language, though indicated as ASL, was a mixture of both ASL and English linguistic features. This led to inconsistency in the use of non-manual sentence markers.

*Morphology

ASL inflection was appropriately demonstrated, especially in terms of aspect, i.e. "continuity, regularity, prolonged period, and repetition." Use of signing space was adequate, but could be further explored for use of a larger signing space. ASL non-manual modifiers were inconsistently demonstrated due to the inclusion of English mouthing.

*Discourse Features

The text was accurately analyzed for discourse features, including excellent demonstration of cohesive devices, cultural adjustment (excellent paraphrasing and expansion of information and geared toward the target

audience), direct/indirect address (good use of role shift, body shifts, eye gaze), register and affect (both features well conveyed and appropriate for the speaker).

FLUENCY OF INTERPRETED MESSAGE

*Interpretation

The interpretation was clearly executed. However, due to the speed of the source text, the interpretation was delivered too fast and at times this led to issues of clarity. at an appropriate pace.

*Fingerspelling

Fingerspelling aspects were good, including position, clarity, smoothness, and speed.

PROCESS MANAGEMENT

The unique strength of this interpretation was in its use of process management. It contained a great deal of expansion which geared the text specifically to the target audience. In addition, processing time was used to drop form and retain meaning. Although information was deleted at times, the omitted information was primarily unessential. The interpreter is recommended to further explore process management strategies - especially the issue of deleted information and how the decision is made and why.

There was excellent interaction with the environment and appropriate indication of speakers.

Overall, this work sample was an excellent interpretation.

EDUCATIONAL INTERPRETER/TRANSLITERATOR ASSESSMENT

Interpreter/Transliterator Information

Name: *Joanne Hill* **Date:** *5/96*

Regional Program/School District *An Oregon School District*

Part I

1. Please describe your interpreter education background and experience.
   1973 AA degree; interpreter/tutor; 16 years educational interpreter experience -- first grade through college

2. a. What language or system will you use for this assessment videotape? (Check one):

   X English-like Signing/Contact Signing *??*

   X English Sign System (Please specify): *Signed English??*

   __ American Sign Language

   b. Please describe the hypothetical student(s) to whom you will direct this interpretation/transliteration. Considering his/her language or system, age, grade level, and any other pertinent information about your target student, list the factors that may impact your interpretation/transliteration.

   Two students with exceptionally high understanding and use of English; beginning middle school immaturity, severe to profound hearing losses.

3. Please read the confidentiality statement and sign below.

   I agree that I will keep all information about the content of the assessment materials confidential.

Signature: *Joanne Hill* Date: *5/96*

Part II

1. Upon completion of the videotaping, please describe/assess your performance in terms of message equivalency, linguistic competency, fluency, and process management.

   good, so-so, so-so, good
   All could have been better if I weren't so nervous, were in a real classroom, able to hear students (or ask for clarification), and was in the midst of an on-going class and well prepared.

2. Please indicate below how you felt about the assessment process. What worked and what did not work for you?

As a personal growth too, it has value seeing myself, discussing techniques, gaining insight was helpful.

As an assessment tool, it lacks a lot. There is no way to evaluate professional conduct, rapport with students or teachers, everyday classroom related decisions. The videotape only shows technical skill in an artificial situation. There is so much more to interpreting than signing.

Also, the current attitude at [the interpreter education program] that ASL is the only true sign upsets me, especially considering the English used by so many of our students

Name: *Joanne Hill*

Interpretation: Spoken English to ASL

Part I: Message equivalency

Key for Rating Interpreted Units

1	successful	0.5	some success
0	unsuccessful	x	no attempt

Total message equivalent units		233		
Total script units	divided by	342	=	68 %
Total units not attempted	minus	80		
Total interpreted units	divided by	262	=	89 %

Notes for adjusted total script units:

Total interpreted units (from above)				
Adjusted script units	minus			
Final message equivalent units				
Final total script units	divided by		=	%

Name: Joanne Hill

Observation and Feedback Synopsis

The factors that contributed to the success and or weakness of this interpretation are discussed below.

LINGUISTIC COMPETENCY

*Grammaticality

The interpretation demonstrated declarative and wh-question sentence types. However, sentences were missing subjects which led to a confused message. The target language was not clearly delineated; both English-like and English sign system features were present. However, features of each were inconsistently demonstrated, i.e. the past tense of the verb "to be."

*Morphology

ASL inflection, although not part of the target language, was appropriately demonstrated, especially in terms of aspect, i.e. "prolonged period." Use of "person" classifier aided in clarification of information and identification of subject and object.

FLUENCY OF INTERPRETED MESSAGE

*Interpretation

The interpretation was clearly, smoothly executed at an appropriate pace. It is recommended that the interpreter examine pausing to further clarify information.

*Fingerspelling

Fingerspelling aspects were good, including position, clarity, smoothness, and speed.

PROCESS MANAGEMENT

There was good interaction with the environment and appropriate indication of speakers.

As the target language was not clear, it was difficult to assess this sample. The interpreter can further explore the issue of whether the goal is to represent English on the hands with clear mouthing and whether ASL features fit in and/or additionally clarify the message.

EDUCATIONAL INTERPRETING: CONSUMER AWARENESS, RIGHTS, AND RESPONSIBILITIES PROJECT

A Review of the Project, Excerpts from Completed Programs, & Related Discussion

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National Technical Institute for the Deaf
Rochester Institute of Technology
Rochester, New York

ABSTRACT: The National Technical Institute for the Deaf through the auspices of the Centers for Arts and Sciences; Outreach; and Research, Teaching and Learning are developing and producing a series of consumer-based materials for deaf and hearing people who use the services of / or hire interpreters in schools, classrooms, and other teaching and learning situations in kindergarten through 12th grade settings.

The purpose of this presentation is to provide an overview of the project, to show excerpts from the first four programs, and to identify some of the supplemental information that is included in the companion booklets. Time will be allotted for discussion to address related topics such as identification of programs, curriculum, and instructional materials that are currently available for skill and professional development for interpreting students and educational interpreters.

INTRODUCTION

Since the passage of Public Law 94-142 and related legislation, the use of educational interpreters has increased dramatically in regular public and private K-12 settings. In 1991 it was reported that 81% of children who are deaf or hard of hearing were in regular classroom settings.[3] Consequently school districts have become the largest employer of interpreters.

The impetus for the development of this project was that many deaf and hard of hearing children and youth who attend regular classes are not receiving quality interpreting services. This situation is common due to a lack of knowledge about educational interpreters, their role and responsibilities, their qualifications, and employment protocol and conditions. A sample of serious problems that exist are as follows:

- Administrators have hired unqualified people because they have had no guidelines regarding interpreter qualifications;
- Administrators have not known the best places to advertise positions and have been unable to attract qualified applicants;
- Qualified educational interpreters have developed overuse injuries and have had to leave their jobs;
- Deaf students have suffered with inadequate services (limited

[3] Schildroth, A. and S. Hotto (1991). Annual survey of hearing impaired children and youth. American Annals of the Deaf, 136(2), 155-163.

communication accessibility) because they did not know how to articulate their needs and advocate for change;

- Deaf students have not understood the role and responsibilities of educational interpreters;

- Parents have assumed incorrectly that their children have had quality interpreting services and are unaware of strategies to advocate for change;

- Periodic diagnostic assessment of interpreting performance by qualified evaluators has not been provided by many school districts for educational interpreters.

Various reports such as the *National Study of Deaf Consumers' Knowledge and Use of Interpreters* (1987/1988) by the National Association of the Deaf and *Educational Interpreting for Deaf Students* by the National Task Force on Educational Interpreting (1989) have included recommendations that training be developed and offered to address consumer education.

To address the need for consumer education materials in K-12 educational settings, the Center for Sign Language and Interpreting Education and the Department of Educational Outreach submitted a proposal for a project entitled *Educational Interpreting: Consumer Awareness, Rights, and Responsibilities Project*. The project was granted institute approval and started in February of 1992. A national needs assessment survey was conducted to identify prioritized needs of the following targeted audiences:

regular classroom teachers, administrators, teachers of deaf children, deaf students, and parents. Based on results of the survey, it was decided that a series of seven video programs and companion booklets would best satisfy the identified needs. Four of the seven programs and booklets have been completed to date.

The first four programs and booklets have been well received. The success of the project thus far is due to the collaboration that has occurred among the NTID personnel working on the project and the many members of the Advisory Board. Advisory Board members include people from each target audience for the project as well as other professionals. (See Appendix A for a list and composition of Advisory Board members.) In addition school administrators and teachers, students, educational interpreters, and interpreter educators have contributed their time, talent, expertise, and resources to make this a dynamic series.

Gary Mowl and Brenda Tress-Mowl were the initiators of this project. Gary and Brenda dedicated talent, input and hours of work to support it. Gary is the former Chairperson of the Center for Sign Language and Interpreting Education at NTID. Brenda was a consultant to the project from 1992-1995.

NEEDS ANALYSIS

In 1992 NTID distributed a needs assessment survey to 150 site locations across the United States. One hundred twenty-eight individuals responded to the survey. The respondents represented 40 different states

which gave a representative picture of needs across the country. Respondents were school administrators, administrator types, regular classroom teachers, teachers of deaf children, parents, special education coordinators, student support personnel and educational interpreters.

When asked to prioritize needs for consumer education, the different respondents identified needs for information in similar content areas, which are as follows:

- educational interpreter roles and responsibilities
- evaluation of interpreter skills and performance
- hiring practices
- interpreting preparation
- laws and consumer rights
- working conditions
- working with interpreters

This project addresses needs that were identified for consumer education about educational interpreting services. Each program focuses on a particular target audience and addresses the needs that were prioritized by that audience. The titles of the programs in the series and target audiences are as follows:

Title	Audience
Educational Interpreters: An Introduction	All Adult Audiences
Working With Educational Interpreters	Regular Classroom Teachers
Employing Educational Interpreters	Administrators & Coordinators of Special Education
Evaluating Educational Interpreting Services	Administrators & Coordinators of Special Education
Students Working With Educational Interpreters, Parts I & II	Young Students: Grades K-5 Older Students: Grades 6-12
Educational Interpreters: Advocacy Information	Parents
Community and Postsecondary Interpreters	High School Students

Secondary audiences for this series are interpreting students in interpreter preparation programs, graduate students in teacher preparation programs, state commissions for the deaf, and state departments of special education.

Target audiences who have already viewed and/or purchased the completed programs and booklets in the series have expressed high praise and satisfaction with the quality, appropriateness, currency, and cost of the materials. Distribution of the first two videotapes and booklets in the series started in November of 1993.

PROGRAM DESIGN AND CONTENT

This project addresses the many needs that were identified across the United States via a formal needs analysis. Currently footage includes scenes and interviews of people from the following states: California, Florida, Georgia, Maine, Massachusetts, Nebraska, New Mexico, and New York.

Project personnel have committed themselves to develop materials that meet content goals and represent a balanced perspective of people in terms of gender, ethnic diversity, language/communication mode and regional differences in education. All the tapes are open-captioned which makes them readily accessible to Deaf viewers.

The materials in this series are designed to sensitize consumers to recognize the need for qualified interpreters. They also include suggested strategies to encourage school districts to act responsibly to employ qualified educational interpreters.

Objectives for the video program and booklet series are as follows:

1. Increase awareness of interpreting in educational settings
2. Increase understanding of the role of educational interpreters
3. Increase awareness on how to secure, support, and keep qualified educational interpreters
4. Increase awareness on how to work with educational interpreters

5. Increase awareness about the rights of deaf individuals to communication access in the private and public sector, especially in school settings
6. Increase awareness regarding evaluation and certification of interpreters
7. Increase awareness of process of advocacy and advocacy strategies to use to secure optimum communication access via interpreting services

Each program is designed to meet the unique needs of a particular audience. Classroom teachers and coordinators of special education will be able to use video programs 5-7 as orientation materials for students and parents.

PLAN OF OPERATION

The National Technical Institute for the Deaf is allocating time, resources, personnel, and funds to develop and produce this series. The plan of operation is designed to achieve specific objectives.

This project already has achieved national and international recognition for excellence. A thorough system is in place for the development, design, production and evaluation of each tape and booklet in the series. The plan of operation includes the following steps:

Development of Content

- An initial national needs analysis survey was conducted in 1992.

- Seven separate video programs and booklets were recommended to address the needs that were identified via the national survey.
- A separate literature and materials review is conducted for the development and design of each video program and companion booklet.
- An instructional developer drafts an initial content outline based on the literature and materials review and the results of a specific needs analysis for that program.
- A copy of the initial content outline is sent with a cover letter to all (62) of the Advisory Board (AB) members with a request for written or verbal feedback to be returned by a specific time.
- The instructional developer revises the content outline based on AB input.
- Using the content outline, a scriptwriter drafts a first treatment and script for the video program.
- An instructional developer writes a first draft of the text for the companion booklet based on the content outline.

Review of Written Content

- The project director, consultant, educational interpreting faculty and a few people from the targeted audience review the first rough drafts of the video script and booklet text.

- The videoscript and booklet texts go through an average of 3-4 drafts before final approval.

- The project director and instructional developer review 2-3 galley versions of manuscript prior to preparation of the mechanical.

Selection of Film Sites and People to Interview

- The project director consults with AB members, interpreter educators, and educational interpreters to identify film sites and people to interview for each video program.

Review of Rough Cut Versions of Video Programs

- The project director, consultant, educational interpreting faculty, and a few Advisory Board members and people from the targeted audience review the rough-cut versions of each video program.

- The video program goes through an average of 3-4 revisions before final production.

Review of Captioned Versions of Video Programs

- The project director, consultant, captioner, and some deaf adults review 1-2 rough captioned versions of video programs and offer feedback.

- Captioned programs go through 2-3 revisions before final production.

Management of Project

- The project director meets on a monthly basis with representatives of all the key departments who manage portions of the project.

- The project director meets with an instructional development team on a weekly basis.

Promotion & Marketing Plan for Dissemination

- Targeted audiences for sales include parents of deaf children, vocational rehabilitation counselors, directors of state departments of special education, directors for commissions for deaf and hard of hearing people, interpreter preparation programs, teacher preparation programs, residential schools for deaf children, school administrators and coordinators of special education services, regular classroom teachers and teachers of deaf children, educational interpreters, and school librarians.

- Promotion of materials are planned to include
  - advertising to be placed in publications such as the following: ASDC, ASHA, CEC, CIT, NASDSE, RID;
  - advertising to be placed in publication *Perspectives*;
  - examination copies/promo tapes available for exhibits and inquiries;

- exhibiting to be done at national and some regional conventions : ADARA, AGBAD, AHEAD, ASDC, ASHA, BDA, CAID/CEASD, CEC, CIT, NASDSE, RID;
- flyers to be sent to the membership of the following organizations: CAID, CEASD, CEC, CIT, NASDSE;
- flyers to be sent to NTID mailing lists
- news releases to be sent to editors of 70 publications read by readers interested in deafness;
- presentations by project personnel.
- Distribution is handled through the Rochester Institute of Technology *Campus Connections* Bookstore.

EVALUATION

An end-user single page questionnaire will be developed to be completed by users for each program set of materials (video program and companion booklet) to collect the following data:

- program satisfaction
  - — do they like it
  - — is the quality of production satisfactory
  - — do materials reflect current knowledge and thinking in the field of interpreting
  - — do the materials represent a national perspective
  - — do the materials show a balance of diversity
- program utility

— are the materials effective

— can the materials be used without a specialized consultant

- program adoption

— are the materials used over a long-term period

— are the materials of reasonable cost

- program improvement

— how should materials be modified

- buyer profile

— are targeted audiences using the materials

— are buyers representative of a national audience

- marketing effectiveness

— how did the buyer learn about the program series

— was the marketing information complete and clear

- needs analysis for additional related materials or activities

— identify other issues or needs that you would like to have addressed related to educational interpreting

In addition yes-no questions will be used to determine whether or not content-specific objectives for the program were achieved.

Data collected from returned questionnaires will be analyzed and used as a basis to determine the over-all success and worth of the program series. Data will also be used to form the basis for the development of additional materials for the field of educational interpreting. Data will also be used in the event that NTID decides to revise and update the programs.

Data collected via the tracking of sales from the Campus Connections bookstore will also be used to determine demand for the various programs in the series.

Reports will be written and be made available to individuals or groups who express an interest for that kind of information.

DEVELOPMENT AND PRODUCTION OF A CHILDREN'S BOOK

A children's book is being written that will be targeted towards 10-11 year old children. Characters will include a deaf girl who has recently started attending a public school and is working with an educational interpreter for the first time. It is intended that this book will have broad appeal to both hearing and deaf children and that the content will support goals of the project regarding consumer education. A teacher of Deaf children from a residential school and an artist who has a deaf daughter are working on this part of the project.

CURRENT STATUS OF THE PROJECT

Filming of Part I for program number five has been completed. Editing

will begin in August. Some initial filming for part II has been done and the rest will be done in September of 1996. If all goes as planned, program 5 should be ready for distribution by November of 1996. The companion booklet for program five has been written and is now in the galley phase of production.

Work will continue on the development and production of programs 6 and 7 during 1996 and 1997.

FILM AWARDS

In 1995 video program number two, *Working With Educational Interpreters,* took awards in two separate film festivals, one of which was international in scope and the other national. In 1996 video program number three, *Employing Educational Interpreters,* won a gold apple award from the National Educational Media Network.

Working with Educational Interpreters received a Third place "Certificate for Creative Excellence" in the General Education category at the U.S. International Film and Video Festival and a "Finalist" trophy (Second Place) at the Telly Awards.

The U.S. International and Video Festival is the world's largest competition honoring sponsored, business, television and industrial productions. There were over 1,500 entries from 29 countries in 1995 and awards were presented solely on the basis of merit by judging committees comprised of industry representatives.

The Telly Awards showcase and recognize non-network and cable television programming. In 1995 at the 15th Annual Telly Awards, over 7,900 entries were received nationally. Typically, 4% to 7% of all entries are winners and receive the Silver Telly. On average, between 20% and 27% are finalists and receive the bronze Telly. *Working With Educational Interpreters* won a bronze Telly award.

The National Educational Media Network is a nonprofit media arts organization founded to encourage the production, funding, distribution, and use of outstanding educational media.

The competition, begun in 1970, awards Gold, Silver , and Bronze Apples to exceptional educational films, videos, and multimedia titles. Over 1500 works are submitted annually to the General and Student competitions combined. *Employing Educational Interpreters* won a Gold Apple.

CONCLUSION

Consumer education and supporting materials are needed in many specialized areas of interpreting. Faculty and professional staff at the National Technical Institute for the Deaf have committed themselves to develop and produce materials for consumers of educational interpreting services in K-12 settings via this video program series. The instructional design and development process for this project is working well. It is hoped that these materials will have a positive and significant impact on those who work with educational interpreters in K-12 settings across the United States.

APPENDIX A

Educational Interpreting Consumer Awareness, Rights, and Responsibilities Project

Advisory Board Members

Deaf Students
Carrie Fisher
Avi Haimowitz
Sarah Haimowitz
Lindsey Maykovich
Amy Mowl
Anthony Mowl
Anthony Napoli

Parents
Debby Boudreau
Jeffrey M. Cohen
Ginny Fisher (educational interpreter)
Nat Fisher
Ann Gainer
Stephan Haimowitz (attorney)
Sandy Harvey
David Hewson (classroom teacher)
Gail Hewson (educational interpreter)
Alan Hurwitz (NTID administrator)
Peter Maykovich
Diane Napoli
Victor Napoli
Judith C. Nichols (attorney)
Ann L. Scherff
David Scherff (classroom teacher)
Susan Searls (NTID faculty member)
Ms. Sue Wilkens (educational interpreter)

Educational Interpreters
Cindy Czyzewski
Gene DeVincenzo
Diane Gross
Camille Hernandez
Lucille Koehl
Marcia Kramer
Karen Lefebvre
Dottie Rice
Jo L.E. Santiago
Sharlene McDowell

Teachers of Deaf Students
David Curry
Paul Czyzewski
Harry Karpinski

Administrators
Barbara Deane
Marty Nelson-Nasca

School Personnel
Aaron Twigg

People with Expertise/Interest in Deafness & Educational Interpreting
Diane Castle
Sy DuBow
Judy Heavner
Ray Kenney
Nancy Kriek
Al Pimental
Gaylen Pugh
Ruth Sandefur
Gary Sanderson
Brenda Schick
Phyllis Wilcox
Barbara Williams-Scott
Elizabeth Winston

Interpreting Education Faculty at NTID
Joseph Avery
Lynn Finton
Marilyn Mitchell
Linda Siple

Other Faculty at NTID
Kenneth Nash
Elizabeth O'Brien
Marcia Scherer
Marsha Young

APPENDIX B

SUPPLEMENTAL INFORMATION INCLUDED IN COMPANION BOOKLETS

Booklet #1 - *Educational Interpreters: An Introductory Resource Guide*

This contents of this booklet include a profile on educational interpreters and a resource section. The profile serves to review the content of the video program.

Headings within the profile are as follows: preparation and qualifications; requisite skills; team-based approach; primary role and responsibilities; code of ethics; professional conduct; and networking.

The resource section provides supplementary information, with lists of other resources to consult. Headings within the resources section are as follows: suggested readings; basic reference texts on interpreting; professional organizations; directories/resources guides; interpreter preparation consultant directory; interpreter preparation programs-United States and Canada; RID membership directory; federally funded interpreter preparation projects; national interpreter preparation centers; regional interpreter preparation projects; educational interpreter preparation programs; resources and guidelines on educational interpreting standards; EdITOR - special interest group on educational interpreting; and RID - Registry of Interpreters for the Deaf Inc.

Booklet #2 - *Working With Educational Interpreters: A Resource Guide*

This booklet is designed for teachers in K-12 settings who currently have or will have a deaf student and an educational interpreter in their classroom. Effective inclusion calls for strategies designed to encourage deaf and hearing students to participate actively and to develop peer relationships with each other.

Headings in this booklet are as follows: working with educational interpreters; classroom strategies for communication and instruction; getting started - teacher/interpreter orientation and collaboration; a plan for substitute teachers and interpreters; dynamics of visual access for deaf learners; teacher-student rapport; personal communication strategies; deaf students and educational interpreters; hearing students and educational interpreters; classroom communication; position and seating; visual aids; notetaking; pauses and pacing; scheduling for breaks; and inclusion strategies. Two appendices include a listing of suggested roles and responsibilities of educational interpreters and a list of suggested ethical behavior and professional conduct of educational interpreters.

The resources section includes suggested readings that are categorized by topics including teaching Deaf students in the mainstream classroom; instructional strategies; notetaking; captioning; educational interpreters and educational interpreting; roles and responsibilities of interpreters, teachers, and students; and parent information. Other headings include media resources; captioned films and videos; print resources; curriculum/classroom

materials; magazines/periodicals; books for children and young people; sign language books for children and young people; sign language videotapes for children and young people; videotapes for parents of deaf children; specialty sign language books; specialty sign language videotapes; and publishers/producers/distributors of captioned and/or signed media and educational materials.

Booklet #3 - *Employing Educational Interpreters: A Resource Guide*

This booklet addresses issues of interest to school administrators and other personnel responsible for recruiting and/or managing educational interpreters. One section of the booklet explains how to employ qualified educational interpreters who can satisfy the communication needs of deaf students. The approach is to stress the importance of assessing individual student needs and selecting interpreters with appropriate credentials matching those needs. A procedural model provides guidelines on writing job descriptions, determining acceptable interpreter qualifications, advertising job openings, and recruiting, screening and interviewing job applicants.

Another section of the booklet discusses an administrative framework for retaining the services of qualified interpreters so that schools can continue to depend on them to deliver quality interpreting services. As highly skilled professionals, educational interpreters are entitled to commensurate remuneration, and to a supportive working environment that protects their welfare and recognizes the contributions they make to the school.

A bibliography, appendices, and resources section are also part of this booklet. The appendices includes a sample job announcement; a sample job description/posting; a list of suggested roles and responsibilities of educational interpreters; a list of suggested ethical behavior and professional conduct of educational interpreters; information about cumulative trauma disorders; and topics for an educational interpreter handbook.

The resources section includes a list of contacts for educational interpreter positions; suggested places to advertise educational interpreter positions; and a list of contacts for interpreting education and sigh language workshops, diagnostic assessment, and consulting.

Booklet #4 - *Evaluating Educational Interpreting Services: A Resource Guide*

This booklet offers guidelines, practical strategies, and resources for evaluating educational interpreting services. Evaluation of educational interpreting services will provide information to schools to verify whether they provide good service for the money spent. Evaluating all aspects of educational interpreting ensures appropriate placements and quality service.

Text headings are as follows: deciding to evaluate; planning an evaluation; hiring external evaluators; types of evaluations; annual performance evaluations - evaluating deaf students and educational interpreters; professional development for educational interpreters; interpreting service evaluations; and implementing the results of an evaluation.

The appendices includes elements of a student communication profile; criteria for sign language interpreter usage; information about RID certifications; information about cued speech certification; and a sample letter of agreement.

The resources section includes contact information for national and state forms of interpreter certification, licensing etc.; a listing of programs to evaluate educational interpreters; some information about certificate maintenance, certification routes and professional development; information about the American Sign Language Teacher Association; interpreter educator consultants; interpreter preparation programs; agencies/organizations/ businesses who provide skill development; and information about state divisions/commissions/agencies/centers/ and councils for the Deaf.

APPENDIX C

State Documents on Educational Interpreting

Arizona

AZ-TAS Themes & Issues - A Series of Topical Papers on Special Education

Guidelines for Educational Sign Language Interpreting Services in Arizona Schools

A Publication of : Arizona Department of Education Exceptional Student Services

1535 W. Jefferson, 3rd Floor
Phoenix, AZ 85007
(602) 542-3184

Arizona Dept. of Education and Arizona Community Foundation: Educational Interpreting Subcommittee June 1995

Contact Person: J.A. Williams, Ed.D, Associate State Director of Special Education, AZ Dept. of Education (602) 542-3084

Arkansas

Arkansas Educational Interpreting Handbook

Compiled by: Committee on Standards for Educational Interpreters
Arkansas Dept. of Education
Special Education Personnel Development Council - 1993

Iowa

Iowa Resource Manual for the Education of Students with Hearing Loss and Educational Audiology Section VII

Educational Interpreting Services for Students with Hearing Loss 1993

Iowa Dept. of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146

Contact Person: Tammie Adkins (515)281-6038
Consultant, Hearing Conservation/Education Services Iowa Dept. of Educ.

Maine

Interpreters for the Deaf - Roles & Responsibilities in Educational Settings
Maine Registry of Interpreters for the Deaf with support from the Univ. of Southern Maine & the Maine Dept. of Educ.
Portland, Maine 1994
Contact:
Single copies at no cost - Maine Registry for the Deaf (207) 774-9438 V/TTY or
Dr. Toni Rees
218 Bailey Hall
Univ. of Southern Maine
Gorham, Maine 04038
(207) 780-5075 V/TTY

Massachusetts

An Information Guide Related to Standards for Educational Interpreting for Deaf and Severely Hard of Hearing Students in Elementary and Secondary Schools - Dec. 5, 1988

Prepared by the Massachusetts Commission for the Deaf and Hard of Hearing as part of a collaborative effort with the Massachusetts Department of Education, Division of Special Education

Mass. Commission for the Deaf and Hard of Hearing
Interpreter Services
600 Washington Street/Suite 600
Boston, MA 02111
(617) 727-5106 V/TTY

Michigan

Michigan Quality Assurance Interpreter Screening Informational Packet
January, 1987
Division of Deaf and Deafened
Michigan Dept. of Labor
309 N. Washington Square
Box 30015
Lansing, MI 48909

New Jersey

Guidelines for Educational Interpreting
New Jersey Dept. of Educ.
Office of Special Educ. Programs
October, 1994
Contact:
New Jersey Dept. of Educ.
240 West State Street
CN 500
Trenton, NJ 08625
PTM #1296-00

New York

New York State Guidelines for Educational Interpreting
The Univ. of the State of New York
The State Education Dept.
Office for Special Education Services
Albany, New York 12234
1994
Contact:
Office for Special Educational Services (518) 474-5548 &
Special Education Training and Resources Centers (SETRC)

North Carolina

North Carolina Interpreter Classification System - Educational Interpreting "N.C.I.C.S.-E
Fact Sheet - NCICS-E
Classification Scoring Sheet
Division of Services for the Deaf and The Hard of Hearing - Draft of paper on "Provision of Interpreting Services"
Contact:
Div. of Svcs. for Deaf & Hard of Hearing
616 Oberlin Road
Raleigh, NC 27605
Courier #56-20-01

Oregon

Oregon Guidelines - Educational Interpreting for Students Who Are Deaf
Spring 1991
Contact:
Karen Brazeau, Asst. Supt. or Sales Clerk 378-3589
Oregon Dept. of Educ.
700 Pringle Parkway SE
Salem, OR 97310-0290

Pennsylvania

Guidelines - Education of Students with Hearing Loss
Pennsylvania Dept. of Education
Bureau of Special Educ.
1995
Contact:
PA Dept. of Educ.
333 Market St.
Harrisburg, PA 17126-0333

Miscellaneous:

Deaf and Hard of Hearing Students Educational Service Guidelines
National Assoc. of State Directors of Special Educ.
Contact:
NASDSE
King St. Station, I
1800 Diagonal Rd., Suite 320
Alexandria, VA 22314

Tel. 703-519-3800

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Luckner, J. , J.H. Rude, and T. Sileo. "Collaborative consultation: a method for improving educational services for mainstreamed students who are hearing impaired." *American Annals of the Deaf* 134, no. 5 (December 1989):301-304.

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National Technical Institute for the Deaf. *Working with educational interpreters - booklet 2 and video 2.* Educational Interpreting - A Practical Approach: Consumer Awareness, Rights, and Responsibilities Videotape Series. Rochester, NY, National Technical Institute for the Deaf, A College of Rochester Institute of Technology, 1993.

National Technical Institute for the Deaf. *Employing educational interpreters - booklet 3 and video 3.* Educational Interpreting - A Practical Approach: Consumer Awareness, Rights, and Responsibilities Videotape Series. Rochester, NY, National Technical Institute for the Deaf, A College of Rochester Institute of Technology, 1995.

National Technical Institute for the Deaf. *Evaluating Educational Interpreting Services- booklet 4 and video 4.* Educational Interpreting - A Practical Approach: Consumer Awareness, Rights, and Responsibilities Videotape Series. Rochester, NY, National Technical Institute for the Deaf, A College of Rochester Institute of Technology, 1995.

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Jeanne M. Wells

Jeanne M. Wells is an assistant professor at the National Technical Institute for the Deaf. She teaches courses in interpreting theory and skills in the Department of American Sign Language and Interpreting Education which offers a two year associates degree in educational interpreting.

Having been an interpreter educator for 18 years, Jeanne promotes skill advancement and professional development among interpreters. She has a B.A. in education of hearing and deaf children from MacMurray College in Jacksonville, Illinois and a M.S. degree in instructional technology from Rochester Institute of Technology in Rochester, New York. She has given numerous presentations on interpreting at state and national conventions and has presented and conducted workshops on educational interpreting in Michigan, New York, Pennsylvania, West Virginia, and Wisconsin. Jeanne has a Comprehensive Skills Certificate (1977), a Certificate of Interpretation (1991), a Certificate of Transliteration (1991), and two oral interpreting certificates from the Registry of Interpreters for the Deaf.

Since February of 1992 Jeanne has been the director for a project entitled *Educational Interpreting: Consumer Awareness, Rights, and Responsibilities Project*.

Jeanne is currently serving a second term as Council Chair of the RID special interest group, EdITOR (Educational Interpreters and Transliterators of the RID).

SELF-STUDY REVIEW PROCESS

EDUCATIONAL STANDARDS COMMITTEE

CONFERENCE OF INTERPRETER TRAINERS

I. INTRODUCTION: SELF-STUDY REVIEW PROCESS (SSR)

EDUCATIONAL STANDARDS COMMITTEE
CONFERENCE OF INTERPRETER TRAINERS

Self-Study Review (SSR) is a process that assesses interpreter education programs for the compliance of their curricula, faculty, and resources with the National Interpreter Education Standards recently adopted by the Conference of Interpreter Trainers. The goal of the Self-Study Review Process (SSR) is to identify the programs that offer courses of instruction that meet the nationally accepted Standards and to offer avenues for improvement for those programs striving to achieve compliance with the Standards.

Each program undergoing the SSR process will conduct an in-depth self-study review from May through May of the following year. Each program will be assigned a liaison who will be available to answer questions throughout the process.

Upon completion of the SSR, each program will submit a report of self-study. This report is assessed by designated Reviewers form the Educational Standards committee. Once a final determination regarding compliance has been reached, each participating program will receive on-site feedback about the results of the review in September. Programs that are determined to be "In Compliance" will receive information necessary to correct any minor deficiencies; programs determined to be "Not In Compliance" will be provided with in-depth feedback about areas of deficiency. Any program that is "Not in Compliance" can immediately re-apply for review.

Results of the Self-Study Review will not be publicly announced by CIT. Successful programs will be awarded a certificate of compliance and will have the privilege of advertising themselves as "Program in Compliance-National Educational Standards, CIT," and of using the CIT logo with this statement on any materials.

An initial fee will be charged for each program that participates; the fee covers on-site reviews and reporting, training and honoraria for reviewers, and some of the costs incurred by CIT in conducting the review[4]. Following the initial review, programs that are "In Compliance" will submit a follow-up report every two years. The SSR is repeated every 5 years, with the program remaining in good standing as long as improvement plans are followed, follow-up reports are subenitted according to the biennial schedule, and

[4] CIT intends to initiate on-site program reviews as part of the process in future years; however, they will not be implemented during the first year of the SSR.

maintenance fees are up-to-date. Fees for subsequent reviews will be less than the initial fee.

The following pages include a copy of the National Interpreter Education Standards, an application for Program Review, and a partial description of the SSR process and reporting procedure. This information is included in order to provide interested programs with an introduction to the SSR process; it is not intended to provide the complete documentation for undergoing the SSR process. Programs interested in participating in the SSR process should contact the ESC for the most current information, documentation, and procedures.

For more information, please contact:

Betsy Winston, Co-Chair
Educational Standards Committee
Conference of Interpreter Trainers
6501-B Eastern Ave.
Takoma Park, MD 20912
Email: 73651.32@Compuserve.com

II. Conference of Interpreter Trainers

National Interpreter Education Standards

Preamble

A. Description of the Profession

Interpretation is the art and science of receiving a message from one language and rendering it into another. It involves the appropriate transfer and transmission of culturally-based linguistic and nonlinguistic information. The goal of interpreting is to transfer a message from a source language into a target language without skewing it and keeping in mind the linguistic needs of the recipients of the message. Interpreting serves a diverse population in a variety of settings across a broad range of fields and therefore requires professional interpreters to possess a breadth and depth of knowledge.

B. Objective

Since its inception, the Conference of Interpreter Trainers has held the vision of national standards for interpreter education. The National Interpreter Education Standards identify the knowledge, skills, and perspectives students need to gain in order to enter the field of professional interpreting. The Standards give students, faculty, curriculum developers, administrators, employers, and consumers a common set of expectations about what basic knowledge and competencies interpreting students should acquire.

The Standards are to be used for the development, evaluation, and self-analysis of postsecondary professional programs. They will guide new programs in defining policies on entry requirements, curricular goals, faculty selection, teaching methods, and projected student outcomes. For existing programs, the Standards provide benchmarks for assessing and enhancing student outcomes, evaluating and updating faculty, and improving curricula and related practices.

General Criteria

C. Sponsorship

1. The sponsoring institution must be accredited by recognized agencies.

2. Sponsoring institutions must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education.

3. The sponsoring agency shall demonstrate a commitment to recognizing and fostering positive attitudes and efforts toward diversity among its members.

4. The sponsoring institution assumes primary responsibility for student admission, curriculum planning, selection of course content coordination of classroom teaching and supervised practice, appointment of faculty, receiving and processing applications for admission, and documenting satisfactory completion of the educational program. The sponsoring institution shall also be responsible for providing assurance that practicum activities assigned to students are appropriate to the program.

5. In programs in which academic instruction and supervised practice are provided by two or more institutions, responsibility of the sponsoring institutions and of each practicum center must be clearly documented as a formal affiliation agreement or memorandum of understanding. The time schedule for periodic review shall be documented.

D. Resources

1. **Personnel**

   The program shall have a director and faculty who possess the necessary qualifications to perform the functions identified in documented descriptions of roles and responsibilities. Efforts should be made to recruit qualified Deaf program directors, faculty, and practicum supervisors.

   a. Program Director

      1) Responsibilities

      The director of the educational program shall be responsible for management and administration of the program including planning, ongoing evaluation, budgeting, and selecting faculty and staff.

2) Qualifications
The director of the educational program shall be an interpreter who has relevant experience in administration, teaching, and practice. The director shall hold a minimum of a master's degree, or have equivalent educational qualifications.

b. Faculty

1) Responsibilities
Faculty responsibilities shall be consistent with the mission of the institution.

2) Qualifications

a) The faculty shall include certified interpreters.

b) Faculty shall have documented expertise in the area(s) of teaching responsibilities and shall demonstrate effectiveness in teaching their assigned subjects.

c) The faculty must collectively have academic and experiential qualifications and background appropriate to meet program objectives.

3) Professional Development

a) The program shall have a documented plan for continued professional growth to ensure that program faculty can fulfill their assigned responsibilities.

b) Each faculty member shall have a written plan for continuing professional development.

4) Faculty/Student Ratio: The faculty/student ratio shall

a) Permit the achievement of the purpose and stated objectives of the program.

b) Be compatible with accepted practices of the profession.

c) Ensure quality education by adjustment of faculty/student ratio where required.

c. Clerical and Support Staff

Clerical and program support staff shall be provided to meet program and administrative requirements.

2. Financial Resources

A budget of regular institutional funds allocated to the program shall be sufficient to develop and maintain the stated objectives of the program and to fulfill its obligations to matriculating and enrolled students.

3. Physical Resources

a. Facilities

1) Classrooms and laboratories shall be provided consistent with the program's educational objectives, teaching methods, number of students, and safety standards of the institution, and shall allow for efficient operation of the program.

2) Appropriate laboratory space shall be assigned to the interpreter education program on a priority basis.

3) Appropriate space shall be provided to store and secure equipment and supplies.

4) The program director, faculty, and support staff shall have appropriate office space.

5) Appropriate space shall be provided for the private advising of students.

6) Facilities shall be constructed and maintained according to appropriate safety and health considerations and in compliance with state and federal laws concerning accessibility.

b. Equipment and Supplies

Appropriate and sufficient equipment and supplies shall be provided for student use and for teaching the didactic and practical components of the curriculum.

c. Learning Resources

Students shall have ready access in time and location to an adequate supply of current books, journals, periodicals, computers, video and audio material, and other reference materials related to the curriculum.

E. Students

1. Admissions Policies and Procedures

a. Admission of students shall be made in accordance with clearly defined and published practices of the institution.

b. Policies regarding standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and requirements for previous education or work experience shall be provided and readily accessible to prospective students and the public.

2. Evaluation of Students

a. Criteria for successful completion of each segment of the educational program and for graduation shall be given in advance to each student.

b. Evaluation content and methods shall be consistent with the objectives and competencies described for the educational program in both didactic and supervised education components. Evaluation shall be employed frequently enough to provide students and program officials with timely indications of the students' progress and academic standing.

3. Health

Students shall be informed of and have access to the health services provided to other students in the institution.

4. Guidance

a. Advising related to interpreter education coursework and practicum shall be the responsibility of the program faculty.

b. Advising during and pertaining to practicum shall be a collaborative process between the faculty and practicum educators.

c. Referral by program faculty to other institutional or community resources shall be provided for students with problems that may interfere with the students' progress through the program.

d. Review of policies and procedures.

e. Examination of curriculum design to assure integration of program's mission and philosophy.

F. Operational Policies

1. Fair Practices

a. Program description, publications, announcements, and advertising shall accurately reflect the program offered.

b. Student and faculty recruitment, student admission, and faculty employment practices shall be nondiscriminatory with respect to race, ethnicity, socioeconomic class, gender, age, creed, sexual orientation, disabling conditions, and national origin. Practices shall comply with the institution's published nondiscrimination, equal opportunity, and affirmative action policies.

c. Graduation requirements, tuition, and fees shall be published and made known to all applicants.

d. The program or sponsoring institution shall have a defined and published policy and procedure for processing student and faculty grievances.

e. Policies and processes for student withdrawal and for refunds of tuition and fees shall be published and made known to all applicants.

f. Policies and procedures regarding student suspension and dismissal shall be published and made known.

g. Provision shall be made for the health, safety, and confidentiality of consumers, students, and faculty associated with educational activities.

h. A program admitting students on the basis of ability to benefit shall publicize its objectives, assessment measures, and means of evaluating ability to benefit.

i. Documentation of all graduation requirements shall be published and made known to applicants.

2. Student Records

Satisfactory records shall be maintained regarding student admission, enrollment, and achievement. Grades and credits for courses shall be recorded on students' transcripts and maintained according to the sponsoring institution's policies.

G. Program Evaluation

The program shall have a continuing system for reviewing the effectiveness of the educational program especially as measured by student achievement and shall prepare timely self-study reports to aid the staff, the sponsoring institution, and the accrediting agencies, where applicable, in assessing program qualities and needs.

1. Outcomes

Programs shall routinely secure sufficient qualitative and quantitative information regarding the program graduates to demonstrate an ongoing evaluation of outcomes consistent with the graduate competencies specified by the educational program.

a. This data should be routinely documented and analyzed.

b. Sources of data should include but not be limited to:

1) Surveys of graduates and employers on such matters as employment settings, type and scope of practice, salary, job satisfaction, and adequacy of the educational program in addressing education and skills.

2) Interviews with program graduates and employers of graduates, e.g., satisfaction with graduates' skills; satisfaction with own skills upon entry into employment.

3) Data on the evaluation of student performance on state and national certification examinations.

2. Results of Ongoing Program Evaluation

The results of ongoing evaluation shall be appropriately reflected in the curriculum and other dimensions of the program. In particular, the program shall systematically use the information obtained in its evaluation to foster student achievement.

Program evaluation should be a continuing systematic process and should include:

a. Internal and external curriculum validation in consultation with employers, faculty, mentors, students, and graduates.

b. Follow-up studies of students' employment and performance on state and national examinations.

c. Review of admissions policies and procedures.

d. Examination of curriculum design to assure integration of program's mission and philosophy.

Specific Criteria

H. Curriculum

1. Description of the Program

a. Mission

The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.

b. Philosophy

The statement of philosophy of the program shall reflect:

1) A sociolinguistic view of Deaf and hearing communities. Efforts should be made to establish and maintain an open and continuing dialogue with members of the Deaf community. The opinions and information gained through the dialogues should guide the development of the curriculum, instruction, and practicum.

2) An approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation. Approaches to learning shall identify and support the learning needs of a diverse population including traditional undergraduates, women students, student parents, older students, disabled students, students from racial and religious minorities, and international students.

2. Curriculum Design

a. The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall:

1) Support the mission of the interpreter education program.

2) Identify educational goals that are consistent with the program's mission and philosophy statements.

3) Describe the set of organizing principles that explains the selection of the content, scope, and sequencing of coursework.

4) Include recognition and mention of diverse cultures and groups.

b. Instruction shall follow a plan which provides evidence of

1) Appropriate teaming experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised practice.

2) Clearly written and sequenced course syllabi which describe learning, objectives and competencies to be achieved for both didactic and supervised education components.

3) Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.

I. Prerequisites

Language prerequisites shall be specified as a foundation for the professional education.

1. American Sign Language

a. Students shall possess proficiency in American Sign Language that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

2. English

a. Students shall possess proficiency in English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

J. Content Requirements

The course of study shall be based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. It shall include:

1. **Liberal arts content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:**

a. Superior oral and written communication skills.

b. Logical thinking, critical analysis, problem-solving, and creativity.

c. Knowledge and appreciation of multicultural features of society.

d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.

e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population.

2. **Social and behavioral sciences content that is prerequisite to, or concurrent with, professional education.**

a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.

b. Minority group dynamics, prejudice, class, power, oppression, and social change.

c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.

3. **Professional education which will enable students to develop and apply knowledge and competencies in interpretation.**

a. Knowledge areas shall include:

1) Theories of interpretation and translation

2) Historical foundations of the profession

3) Interpreter role and responsibilities

4) Professional ethics

5) Human relations

6) Dynamics of cross-cultural interaction

7) Human services and community resources

8) Certification and licensure

9) Business practices

10) State and federal legislation

11) Continuing professional development

12) Stress management and personal health

b. Competencies shall include:[8]

1) Language

a) ability to understand the source language in all its nuances.

b) ability to express oneself correctly, fluently, clearly, and with poise in the target language.

2) Message Transfer

a) ability to understand the articulation of meaning in the source language discourse.

b) ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.

c) ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

3) Methodology

a) ability to use different modes of interpreting (i.e. simultaneous or consecutive), ability to choose the appropriate mode in a given setting

b) ability to use different target language forms, ability to choose the appropriate form according to audience preference

[8] The competencies in b. (1 -5) were first discussed and described by Roda Roberts (1992).

4) Subject matter

a) breadth of knowledge allowing interpretation of general discourse within several fields

b) sufficient specialized knowledge of one or two disciplines allowing interpretation of more specialized discourse within these disciplines

5) Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

4. Research

a. Necessity for and values of research on interpretation and interpreter education

b. Essential components of a research protocol

c. Analysis of studies related to interpretation

d. Application of research results to interpretation practice

5. Practicum

a. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.

1) Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

2) The ratio of program faculty to students shall ensure proper supervision in and frequent assessment of achieving the objectives.

3) Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.

b. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.

c. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.

1) The practicum should provide experiences with various groups across the life-span, various language preferences, and various service-delivery models reflective of current practices in the profession.

2) The practicum shall be supervised by qualified personnel.

3) To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.

4) The student's practicum shall be formally evaluated and documented by the practicum supervisor in accordance with program guidelines. This evaluation shall be shared with the student.

K. References

Roberts, Roda P. 1992. "Student Competencies in Interpreting: Defining, Teaching, and Evaluating." In E. A. Winston (Ed.), *Student Competencies: Defining, Teaching, and Evaluating*. Proceedings of the Ninth National Convention, Conference of Interpreter Trainers, Denver 1992.

III. Program Application Form: Self Study Review Process

CONFERENCE OF INTERPRETER TRAINERS
NATIONAL INTERPRETER EDUCATION STANDARDS
APPLICATION FOR REVIEW FOR AN
INTERPRETER PREPARATION PROGRAM

PROGRAM NAME: _____

This application is a request that the Educational Standards Committee of the Conference of Interpreter Trainers (CIT) begin the process of review of the applicant program.

CIT review is initiated only at the request of the institution sponsoring an interpreter preparation program. It provides peer review of the program's educational content and process, a review based on recognized national educational standards called STANDARDS. The STANDARDS have been adopted by CIT.

PLEASE TYPE OR PRINT INFORMATION.

SPONSORING INSTITUTION OFFICIALS

Chief Executive Officer _____ Degree/Credentials Title _____

Signature Authorizing Application _____ Date _____

Dean, or Other Person to Whom The Program Director Reports _____ Degree/Credentials Title _____

Signature Verifying Information _____ Date _____

PROGRAM OFFICIAL

Program Director _____ Degree/Credentials Title _____

Signature Verifying Information _____ Date _____

Area Code and Telephone _____

CIT SELF-STUDY REPORT

INSTITUTIONAL DATA FORM

1. Sponsoring Institution

Official Name _____

Address _____

City _____ State & Zip _____

2. Type of Institution

[ ] Four-year College or University
[ ] Two-year College
[ ] Other

3. Nature of Institution

[ ] Public
[ ] Private, not-for-profit
[ ] Private, for-profit

4. Institutional Accreditation

Regional Association Name _____

Date _____

5. In general, educational programs in the institution operate on a:

[ ] Semester System [ ] Trimester System [ ] Quarter System

[ ] CO-OP System [ ] All vary, according to program requirements

CIT SELF-STUDY REPORT

PROGRAM DATA FORM

1. **Program**

Official Name of Program

Address

City State & Zip

Telephone FAX # E-Mail

2. **Program Director**

Name & Credentials

Administrative Title

Address

City State & Zip

Telephone FAX # E-Mail

3. **Department Chair or Administrator** (if different from above)

Name & Credentials

Administrative Title

Address

City State & Zip

Telephone FAX # E-Mail

PROGRAM DATA FORM (continued)

4. **Staff member who will coordinate self-study**

Name & Credentials _____

Administrative Title _____

Address _____

City _____ State & Zip _____

Telephone _____ FAX # _____ E-Mail _____

5. **If degree-granting programs are offered at multiple program sites, please indicate location(s):**

_____

_____

6. **Specify the following:**
   a. Month and year program first accepted students _____
   b. Total number of students currently enrolled in professional program _____
   c. Certificate or Degree awarded _____
   d. Total number of graduates to date _____

IV. Directions: Undergoing the Self-Study Review Process

Directions for

SELF-STUDY REVIEW and FINAL REVIEW REPORT

INTRODUCTION

The CIT Educational Standards Committee (ESC) requires that programs seeking to undergo the Self-Study Review (SSR) from CIT provide evidence, in the form of a written report, that a self-study of the program has been conducted by the program and reviewed by the ESC.

The self-study process begins approximately 11 months before the final review by the ESC, providing ample time to evaluate all facets of program operations and to reach conclusions concerning the extent to which the program is in compliance with the National Interpreter Education Standards (STANDARDS). The process should involve the various constituencies of the program, including administration and faculty, practicum mentors, students, graduates, advisory committee members, and employers if possible.

The program may find it useful to appoint several committees, assigning to each the evaluation of aspects of program operations that relate to one or more of the STANDARDS. One individual, usually the program director, should serve as the coordinator and resource to the self-study committees. Committee reports, each containing a summary of the findings relative to the STANDARDS, including strengths, concerns and recommendations, should then be used as the basis for the Narrative Section of the Self-Study Report.

Conducting the Self-Study Review (SSR) Process

Self-Study Review refers to a formal process supported by CIT during which an interpreter education program critically examines its structure and substance, judges the program's overall effectiveness relative to its mission, identifies specific strengths and weaknesses, and indicates a plan for necessary modifications and improvements. The process should flow naturally out of the ongoing program evaluation. It should include a consideration of external factors influencing educational directions as well as an assessment of the extent to which the program is in compliance with the STANDARDS.

The Educational Standards Committee has expectations that:

- The SSR process precede the preparation of the final review report. Although the requirements of the final report should be considered in the plan for the study, the initial focus should be on the evaluative process, not the document.

- The SSR process should be comprehensive, examining in sufficient detail all aspects of the program, so that eventual assessment of compliance with the STANDARDS by the ESC can be accomplished.

- The SSR process begins with a well-thought out plan which includes:
  objectives,
  identification of resources,
  individuals to be involved and delegation of responsibilities,
  time line,
  reporting mechanisms.

- The plan should address how existing information from on-going program evaluation will be included.

- The SSR process is evaluative rather than descriptive. It should include comments, suggestions for program change, particularly the resolution of current problems or weaknesses which are cited in the self-study, and predictions or plans for future change.

- The SSR process involves the entire faculty of the program. Although it is recognized that a small committee or a single individual is generally assigned responsibility for overseeing the process and the preparation of the report, it is expected that the process include input from all faculty and from administration, students, graduates, and practicum mentors.

The Educational Standards Committee does not specify how the SSR process is to be conducted. However, guidelines and suggestions are offered below and a sample time table is provided. The ESC does specify the form of the final review report, which facilitates the assessment of the program's compliance with the STANDARDS.

In general, the interpreting staff and faculty should review the SSR documents and requirements before applying for a formal ESC review. It should be recognized that many staff, faculty, students and numerous administrative personnel within the institution will become involved with the SSR. Considerable time, generally not allocated to such activities, will be devoted to organizing and analyzing data and completing the required document. Therefore, initial planning must provide sufficient time for individuals, groups or committees to complete their assignments.

The SSR process quite obviously constitutes a substantial financial investment by the institution. Faculty time, clerical support, data gathering procedures, and the reproduction of the final review report are only a few of the apparent costs. Financial implications and budget should be considered during the planning.

The SSR is designed to address several questions in relation to the STANDARDS:

1) What are the program's mission, goals, and objectives? Are they consistent with the mission, goals, and objectives of the institution? Are they appropriate to the current time, circumstances, and constituencies?

2) Is the conceptual model on which the curriculum is based (curriculum design) consistent with the mission?

3) Are all of the courses (objectives, teaching-learning strategies, evaluative methods) congruent with the curriculum design?

4) Is there solid evidence that the objectives of the program are being achieved?

5) Are the human, physical, and fiscal resources needed to achieve the program's objectives available now? Are they likely to be available for the foreseeable future?

The logical point at which to begin the SSR is with the mission. Examine the mission of the program for congruence with the mission of the institution. Then go on to review the curriculum design and look at each course in the program to determine whether it reflects the design. Use **FORM C**, *Comparison of Courses with CIT Educational Standards*, to assess whether all required content areas are covered.

Review the current plan for program evaluation and determine whether modifications are needed to incorporate a stronger focus on outcome assessment. Then proceed to an evaluation of the adequacy of resources and evaluation of the other STANDARDS. After the self-study process is complete, preparation of the final review report can be undertaken.

Preparing And Submitting The Final Review Report

The Final Review Report is an evidential document which summarizes the methods and findings of the SSR. The report includes a statement of how the study was conducted, provides clear evidence that an identifiable process

actually took place, and summarizes methods and findings. The report contains a synopsis of relevant data, conclusions and plans generated by the study.

In the following pages, a sample timeline and instructions for completing and assembling the Final Review Report are provided, along with samples of the Forms you will need to finalize your report. Please feel free to duplicate these materials for anyone participating in your SSR process.

At the end of this document is the SSR Evaluation Form. Please use this form to give us feedback about the clarity of the process and any difficulties you experienced in preparing your report. This information will be used to enhance the process in the future.

SUGGESTED TIMETABLE FOR SELF-STUDY

Step 1: June-July

(1) Initiate Planning with ESC Liaison
(2) Review Immediately Available Data
(3) Review SSR Materials
(4) Create Self-Study Committee
--Elect/Appoint Chairperson
--Select Members

Step 2: August-September

(1) Draft Plan
(2) Name Sub-committees and/or Individuals to be Charged with Tasks
(3) Develop Timelines for Completion (Final Report is due June 1 of following year)

Step 3: September-March

(1) Collect Data
(2) Conduct Periodic Meetings with Committees to Review Progress
(3) Conduct Periodic Meetings with ESC Liaison to Review Progress

Step 4: April-May

(1) Review and Analyze Data
(2) Develop Draft Report

Step 5: May

(1) Final Preparation of Self-Study Report
(2) Initiate Planning for On-Site Visit *(not implemented 1996-97)*

Step 6: Due June 1

(1) Submit Self-Study Report Materials to ESC liaison

Step 7: June

(1) Plan On-Site Review with ESC Liaison *(not implemented 1996-97)*

Step 8: June

(1) On-Site Review *(not implemented 1996-97)*

Step 9: September

(1) On-site Report by ESC Representative--will occur during 1996-97 cycle

INSTRUCTIONS FOR COMPLETING AND ASSEMBLING THE FINAL REVIEW REPORT OF THE SSR PROCESS

The Final Review Report consists of a written document followed by a series of seven specified appendices. The outline for the report is as follows:

1. **APPLICATION/SIGNATURE PAGE**

2. **TABLE OF CONTENTS**

3. **INTRODUCTION**

This section should include:

a. statement of how the Self-Study Review was conducted, the period of time devoted to the SSR, and a list of participants and their committee assignments.

b. a brief historical overview of the program and orientation to the program's setting.

4. **INSTITUTIONAL DATA FORM**

This form contains quantitative and factual data on the sponsoring institution that are common to all its educational programs. The material requested is self-explanatory.

It may be helpful to complete this form at the onset of the self-study process, so the committees can use the basic data it provides.

5. **PROGRAM DATA FORM**

This form contains quantitative and factual data on the interpreter education program being reviewed.

Instructions for completing, where required, are on the form.

It may be helpful to complete this form at the onset of the SSR process, so the committees can use the basic data it provides.

6. NARRATIVE

The Narrative is the 'heart' of the SSR Final Review Report and should reflect the findings and conclusions resulting from the SSR process. It is to be a qualitative assessment of the strengths and weaknesses of the program and of the extent to which the program is in compliance with the STANDARDS. It is not necessary to repeat data or information contained in the Institutional/Program Data Forms and in the Appendices, unless it is absolutely essential for the sake of clarity. Descriptions should be kept to a minimum and generally used only where called for in the Outline and Instructions for the Narrative.

Note that the Narrative Outline parallels that of the STANDARDS. In general, each section requires a summary of the self-study findings relevant to that STANDARD, including the strengths and concerns, an assessment of compliance with the STANDARDS, and a summary of plans to remedy any significant weaknesses noted.

7. SUMMARY

This section is a brief summary of the significant findings from the self-study process including strengths and concerns. It provides the opportunity to highlight exceptional features and/or accomplishments of your program.

APPENDIX I: Official Documents

a. Institutional Organizational Chart showing relationship between the program and the institution.

b. Mission statement of the institution - or a reference to the appropriate page in the institution's bulletin/catalog.

c. Institution's general bulletin/catalog and relevant program brochures and catalogs.

d. Faculty and student handbooks.

APPENDIX II Program Information

a. Statement of the program's overall educational outcomes/ objectives (including fieldwork objectives) and competencies needed for graduation - or a reference to the appropriate official document.

b. Statements of the program's mission and philosophy if not included in the printed materials provided in Appendix 1.

c. Sequential course of study.

d. Comparison of Courses with the STANDARDS (FORM C).

e. Course information (FORM B or the equivalent) for all courses in the curriculum.

APPENDIX III: Student - Graduate Data

Table summarizing enrollment, attrition, and any available graduate statistics for the past three years. Graduate statistics include, but are not limited to, certification/quality assurance results, employment statistics, etc.

APPENDIX IV: Practicum

a. Sample copy of a current affiliation agreement.

b. FORM A (list of current practicum settings).

APPENDIX V: Faculty

a. Curriculum vita and position description for the Program Director.

b. Abbreviated curriculum vitae (FORM E or the equivalent) for all faculty involved in the program being reviewed.

APPENDIX VI: Fiscal Information

Completed FORM D (or an equivalent institutional form) containing the budgets for the last and present fiscal year, including aggregated instructional personnel costs, travel, instructional supplies, etc.

APPENDIX VII: Operational Policies

a. Copy of program admission policies and criteria - or a reference to relevant pages in institution/program official publications.

b. Brief summary of the program's admissions process.

c. Copies of policies regarding criteria for progression in and completion of the program or reference to relevant pages in the bulletin/catalog.

The Final Review Report can be submitted on disk with a hard copy back-up. The Application/Signature page should be the first document in the Report. Use of tabs to identify each section will significantly facilitate review. All forms from this Guide may be duplicated as needed.

Other Information to be provided to the reviewers includes the following materials to be available on-site. (DO NOT send these documents/materials with the Self-Study Report.)

NOTE: Although the On-site review is not being implemented during the first year, you should have all this information collected and available for questions during the ESC review process.

1. All signed affiliation agreements and fieldwork information.
2. Complete curriculum vitae for all faculty.
3. Sample forms used in the student selection process.
4. Student records, including videotape portfolios of student progress: entrance skills, intermediate skills, exit skills.
5. Curriculum materials not included in the SSR Final Review Report - e.g., detailed course objectives, outlines, textbook requirements, syllabi.
6. Materials such as exams and videotapes used to evaluate and document students' progress.
7. Any forms and reports used as part of program evaluation, such as students' evaluations of courses, and Fieldwork analysis of graduates, certification results, graduate and employer surveys, faculty evaluations, etc.
8. Copy of the program's most recent institutional annual report.