



Faculty Assessment and Curricular Cohesion: Challenges and Approaches Improving Interpreting Education in the US

The face of interpreting education is changing in the US. Academic programs are the way most interpreters are now prepared for work in the community. Yet, academic programs face a myriad of challenges in providing quality educational experiences that adequately prepare budding interpreters for this work. Two challenges that IEP directors deal with daily are offering a cohesive and comprehensive curriculum that supports student learning, and identifying and assessing qualified and competent faculty.

Fortunately, there exist some tools and initiatives that can help IEPs address these challenges. The CCIE is beginning to accredit programs, and the NCIEC is beginning programs for faculty review and assessment. Over the course of this professional discussion, Dr. Betsy Winston, Director of the National Interpreter Education Center, will facilitate discussion on topics related to assessing faculty qualifications and teaching abilities, reviewing the Interpreting Faculty Domains and Competencies, and outlining faculty development initiatives that will be available for faculty around the US. Other topics to be included are the CCIE's approach to IEP accreditation and ways that program administrators can benefit from the approach to enhance curricular cohesion throughout their courses, and coordinate faculty, both full- and part-time, in the offering of a quality program.

This document includes the:

- Agenda
- Powerpoint presentation
- Teaching Skills Review form
- Partial CCIE Guidelines for Curriculum and Faculty
- Pre-reading article on teaching (Winston: *Designing a Curriculum for ASL/English Interpreting Educators*)
- Not included here, but available from the internet, are the full version of the CCIE Guidelines (www.ccie-accrreditation.org) and the CIT Standards (www.cit-asl.org)

Facilitator

Dr. Betsy Winston is the director of the National Interpreter Education Center at Northeastern University, Boston, MA, and the graduate coordinator of the Masters in Interpreting Pedagogy (MIP) and Master Mentor programs. She was the director of Project TIEM.Online, a distance education program for educators and mentors of interpreting and ASL. This program has since been fully integrated into Northeastern University. She has extensively researched and outlined the domains and competencies for teaching interpreting, and is currently collaborating on the development, implementation, and teaching of the Master's in Interpreting Pedagogy program at Northeastern University.

Her special areas of interest include ASL discourse analysis, interpreting skills development, second language acquisition, educational interpreting, multimedia applications in ASL research and teaching, and distance education. Dr. Winston teaches courses and workshops in faculty development, linguistics, interpretation, mentoring, and educational interpreting.

Dr. Winston is an educator and consultant in teaching interpreting, curriculum development, discourse analysis, interpreting, mentoring, and distance education. She holds a Ph.D. in Applied Linguistics from Georgetown University, an M.A. in Linguistics with a focus in American Sign Language from Gallaudet University, and an M.A. in Learning and Technology from Western Governors University.



Northeastern University Regional Interpreter Education Center
Annual Meeting of Interpreting Education Program Directors
The Warren Conference Center, Ashland, Massachusetts
August 30-31, 2007

Tentative Agenda

Thursday, August 30

- Noon **Lunch and Introductions**
- 2-3 p.m. **IEP Challenges: Cohesive Curriculum and Qualified Faculty**
Challenges to offering quality interpreter education based on cohesive curricula taught by qualified faculty will be discussed. Participants will be asked to share their concerns, challenges and questions about faculty qualifications, staffing (adjunct and full-time) and teaching loads. The impact of these issues on the ability to offer a cohesive, comprehensive education for emerging interpreters will be explored.
- 3-5 p.m. **Comprehensive & Cohesive Curricula**
Participants will briefly review the content of their own IEP curricula in light of the CIT National Education Standards. Examples of teaching approaches and strategies that tie learning experiences together throughout a program will be offered, and participants will be asked to share their own solutions to curricular cohesion.
- 5 p.m. **Dinner**
- 6:30-8 p.m. **Program Directors' Pressing Issues: Opportunities for Collaboration**
The evening's discussion is an opportunity to foster collaborative approaches to resolving problems and concerns of IEP directors. Participants are asked to suggest issues in advance of the meeting.

Friday, August 31

- 8:30-Noon **Faculty Qualifications and Assessment**
The Domains and Competencies for Teaching Interpreting will be the topic for the morning session. Participants will be asked to informally assess their own (and their faculty's) level of mastery in these domains and to engage in discussion about how they (and their faculty) demonstrate that mastery. The National Interpreter Education Center's initiative for portfolio review for IEP faculty will be introduced, and participants' ideas, input, and interest in the initiative will be solicited.
- Noon-1 p.m. **Lunch**
- 1-2 p.m. **Wrap up**
Evaluation, future meeting plans



The National Consortium
of Interpreter Education Centers

National Consortium of Interpreter Education Centers

**IEP Challenges:
Cohesive Curriculum and Qualified Faculty**

Betsy Winston, Director
National Interpreter Education Center

Annual Meeting of Interpreting Education Program
Directors
The Warren Conference Center, Ashland,
Massachusetts
August 30-31, 2007



The National Consortium
of Interpreter Education Centers

Reflecting on the Discussions

1. How relevant and applicable was the substance of this meeting to your work as a program administrator?
- 5 I needed this material now.
- 4 I don't need this now, but know I will.
- 3 May or may not need it, but useful to know.
- 2 I don't need this in my position.
- 1 No need for it for any program director
- NA Already in place in my program



The National Consortium
of Interpreter Education Centers

Reflecting cont.

- Domains and Competencies for Teaching Interpreting
- CCIE accreditation process
- Integration of research-based teaching approaches into curriculum
- ACTFL Language Standards
- Best/Effective practices in IEP administration
- Other:



The National Consortium
of Interpreter Education Centers

Topic 1

Your questions, concerns, and challenges with your curriculum, faculty AND administrative responsibilities?



The National Consortium
of Interpreter Education Centers

Topic 2

Comprehensive and Cohesive Curriculum

- What does it look like?
CIT Standards
- How do we assess?
CCIE Accreditation
- What are best &/or effective practices?
Demonstrating our success



The National Consortium
of Interpreter Education Centers

Courses in my IEP:

List course titles in sequential order.



The National Consortium
of Interpreter Education Centers

Whose curriculum is it?

How long have you used it?

WHY?



The National Consortium
of Interpreter Education Centers

Review of CIT Standards, CCIE guidelines, and your program:

- How does your program encourage cohesive, connected courses?
- What practices enhance/encourage learning that builds from one activity to the next?

**The National Consortium
of Interpreter Education Centers**

Some cross-curricular best practices:

- Focus on critical thinking, decision-making, and reflection (*eg. problem-based learning; learning-centered activities; demand/control schemas; student self-assessment practices; peer mentoring*)
- Theoretical underpinnings tied to practice (*eg. process models linked to activities thru the program; qualified supervisors and mentors*)
- Language in context (*eg. Deaf and hearing interpreting faculty team teaching, discourse mapping, service learning, discourse approaches/analysis*)

**The National Consortium
of Interpreter Education Centers**

Others?

- *What are you doing?*
- *How do you demonstrate impact? (assessing, evaluating?)*

What would help you in your program?

**The National Consortium
of Interpreter Education Centers**

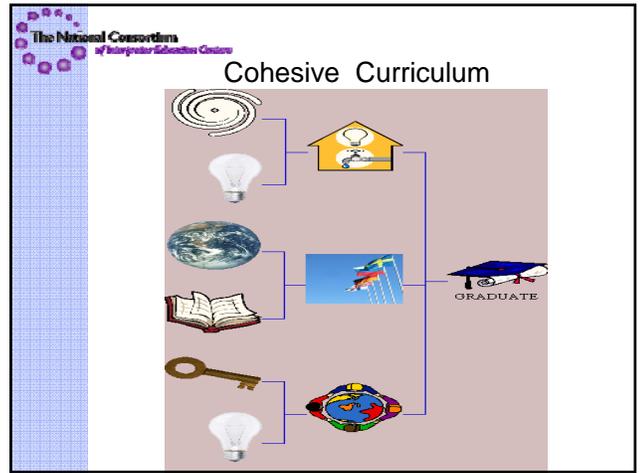
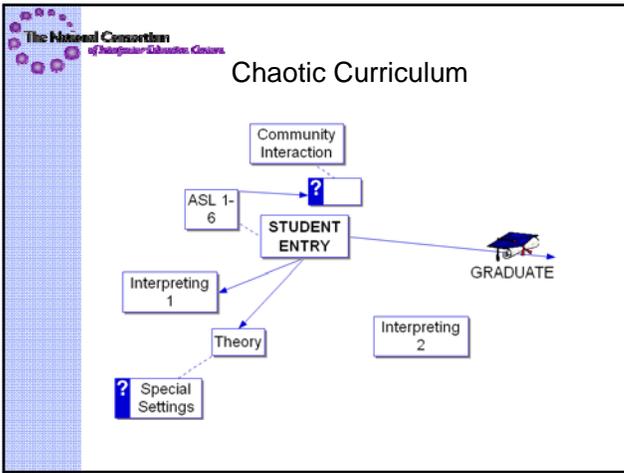
Topic 3

Faculty Qualifications and Assessment

**The National Consortium
of Interpreter Education Centers**

Topic 3

Summary of Topic 2: Cohesive Curriculum



The National Consortium of Interpreter Education Centers

Faculty Qualifications and Assessment

[CCIE faculty.doc](#)

The National Consortium of Interpreter Education Centers

Faculty Qualifications and Assessment Domains

- Core Teaching
- Teaching & Learning Interpreting
- Instructional Design
- Assessment & Evaluation
- Research
- Mentoring

[Readings and handouts\Teaching review form.doc](#)



The National Consortium
of Interpreter-Educators Centers

How does your program encourage connected courses throughout the curriculum?

- Focus on critical thinking, decision-making, and reflection
- Theoretical underpinnings tied to practice
- Language in context



The National Consortium
of Interpreter-Educators Centers

How does your program encourage FACULTY to offer connected courses throughout the curriculum?

What are the barriers and challenges?

What can you do to enhance the curriculum and faculty experience?

For Full-time? For Adjuncts?



The National Consortium
of Interpreter-Educators Centers

Thank you!

Safe travels and have a great long weekend.

For a copy of this presentation, please visit:
www.asl.neu.edu/nciec/resource

And select *Links to NCIEC Presentations*

Or contact b.winston@neu.edu

Domains & Competencies**Core Domains: General Teaching Domains and Competencies**

The domains and competencies for general teaching are presented separately from those specific to teaching interpreting, but are assumed to underlie those more specific competencies.

Teaching & Learning	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
CD-1. Compare and contrast various conceptual frameworks and research related to post-secondary teaching & learning		
CD-2. Evaluate the implications of adult learning theory in post-secondary teaching and learning		
CD-3. Assess the infusion of multicultural competencies in teaching and learning practices		
CD-4. Explore the various expectations and requirements for professionals teaching in academia (adjuncts, student and departmental evaluation processes, course ownership, tenure, part-time, full-time, etc.)		
CD-5. Explore the dynamics of classroom management styles		
CD-6. Discuss the values of collegiality, peer feedback, professionalism, and ethical practices in the role of teacher		
Practice		
CD-7. Effectively teach courses and lessons that reflect various conceptual frameworks and research in current post-secondary education, including those related to teaching and learning, adult education multicultural communicative competencies, and practicing in an academic environment		
Self-Assessment		
CD-8. Reflect on the effectiveness of the teaching practice		

Instructional Design	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
CD-9. Discuss the implications of evolving theory and practice in post-secondary education on instructional design, including adult learning, multicultural communicative competencies, and the academic environment		
Practice		
CD-10. Evaluate the design of curriculum, courses, lessons and assessments that are intended to reflect evolving teaching and learning practices and research, including adult learning, multicultural communicative competencies, and the academic environment		
CD-11. Design courses, lessons, assessments, and research that explore a variety of teaching and learning practices		
Self-Assessment		
CD-12. Reflect on the effectiveness of own design strategies and approaches		

Assessment & Evaluation	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
CD-13. Compare and contrast evolving and alternative approaches to assessment and evaluation in post-secondary teaching and learning		
CD-14. Determine appropriate assessment and evaluation approaches for programs, courses, and specific activities		
Practice		
CD-15. Assess student learning in a variety of programs, courses, and activities		
CD-16. Assess assessment and evaluation approaches used for assessment and evaluation		
Self-Assessment		
CD-17. Reflect on the effectiveness of own assessment approaches and strategies		

Research	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
CD-18. Discuss evolving concepts and theories of research and research design in post-secondary education		
CD-19. Evaluate research findings in education		
CD-20. Prepare a research proposal		
Practice		
CD-21. Conduct and report on a research project		
CD-22. Disseminate the findings of the research project to professional audiences		
Self-Assessment		
CD-23. Reflect on the effectiveness of the research and dissemination		

Peer Mentoring	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
CD-24. Discuss evolving theories and approaches to mentoring and to peer mentoring, especially in academia		
CD-25. Evaluate peer mentoring plans that reflect these approaches		
CD-26. Prepare a peer mentoring proposal		
Practice		
CD-27. Implement a peer mentoring project		
Self-Assessment		
CD-28. Reflect on the effectiveness of the peer mentoring project		

Domain 1: Teaching and Learning Interpreting

NOTE 1: These domains and competencies need to be mastered by interpreting educators. Mastery may be demonstrated in a variety of ways, including:

1. successful completion of coursework focused on these competencies;
2. evidence of prior mastery, e.g. portfolio of teaching;

NOTE 2: General teaching competencies are covered in the document, "Core Teaching Domains and Competencies," and are pre-requisite to these competencies for teaching interpreting.

NOTE 3: Experience in or mastery of interpreting is a pre-requisite for mastering these competencies. An interpreting teacher must be knowledgeable about the field of interpreting, the art of interpreting, and the expectations and content of the field. It is expected that the teacher will have interpreting skills, whether these are gained thru professional interpreting or by experience working with interpreting. A teacher must be at least bilingual (usually ASL and English).

NOTE 4: These competencies are based on the explicit goal of supporting active processes of critical thinking in interpreting educators, and in encouraging critical thinking about their own teaching and in their own students.

Content	<i>My Teaching Competencies or Action Needed</i>	<i>Evidence</i>	<i>Other FAC</i>
Demonstrate Knowledge			
T&L-1. Discuss the content information needed for educating interpreters as defined by the field			
T&L-2. Relate the content discussed to the purposes for including it, including:			
<ul style="list-style-type: none"> • Professionalism, ethics, technology, multicultural communicative competencies, 			
<ul style="list-style-type: none"> • interpreting content such as educational, medical, legal, deaf-blind, etc (see CIT Standards) 			
<ul style="list-style-type: none"> • f2f and distance 			
T&L-3. Analyze approaches of teaching and mentoring in interpreting education			
Practice			
T&L-4. Teach content that encourages critical thinking and analysis by students			
Self-Assessment			
T&L-5. Reflect on the effectiveness of your teaching practice			

Language & Literacy	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
T&L-6. Explore the relevance of 1st language competence and fluency for effective interpreting		
T&L-7. Discuss the relevance 2nd language competence and fluency for effective interpreting		
T&L-8. Differentiate between language and interpreting skills		

T&L-9. Analyze the relationship of language skills and interpreting skills		
T&L-10. Discuss relevance of multicultural communicative competencies and knowledge for this topic		
Practice		
T&L-11. Teach the lesson re: language acquisition		
Self-Assessment		
T&L-12. Reflect on the effectiveness of your teaching practice		

Language: Discourse Analysis	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
T&L-13. Discuss the relevance of discourse analysis knowledge for effective interpreting		
T&L-14. Discuss the relation of discourse analysis to interpreting and communication		
T&L-15. Analyze the sociolinguistic impact of language on a community		
T&L-16. Analyze the sociolinguistic impact of language on a consumer		
T&L-17. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic		
Practice		
T&L-18. Teach: discourse analysis in interpreting		
Self-Assessment		
T&L-19. Reflect on the effectiveness of your teaching practice		

Interpreting	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
T&L-20. Explore the moral, professional, and ethical implications of interpreting in multicultural settings		
T&L-21. Explore the history, philosophies, trends of interpreting (e.g. process models of Seleskovitch, Cokely, Colonomos, interactive approaches of Roy, Wadensjo)		
T&L-22. Analyze the skills and competencies needed by interpreters		
T&L-23. Explain the following concepts as they relate to interpreting:		
<ul style="list-style-type: none"> • meaning 		
<ul style="list-style-type: none"> • translation 		
<ul style="list-style-type: none"> • consecutive interpreting 		
<ul style="list-style-type: none"> • simultaneous interpreting 		
T&L-24. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic		

T&L-25. Elaborate on the progression of learning interpreting		
Practice		
T&L-26. Teach lessons		
Self-Assessment		
T&L-27. Reflect on the effectiveness of your teaching practice		

Assessment & Evaluation	My Teaching Competencies Evidence or Action Needed	Other FAC
(This section overlaps with 3. Assessment and Evaluation)		
Demonstrate Knowledge		
T&L-28. Analyze theories of assessment in interpreting		
T&L-29. Analyze theories of evaluation in interpreting		
T&L-30. Apply a variety of assessment approaches in interpreting		
T&L-31. Explore a variety of evaluation approaches in interpreting		
T&L-32. Compare and contrast assessment approaches with knowledge and skills to be assessed		
T&L-33. Appraise the value of teaching interpreting assessment skills to interpreters		
T&L-34. Distinguish between types of skills assessment: full diagnostic; on-going learning; identification of problems only		
T&L-35. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic		
T&L-36. Explore the ways that assessment and evaluation impacts feedback approaches		
Practice		
T&L-37. Teach this lesson		
Self-Assessment		
T&L-38. Reflect on the effectiveness of your teaching practice		

Feedback	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
T&L-39. Categorize approaches to feedback (neg/wrong only; destructive/constructive)		
T&L-40. Analyze the importance of feedback		
T&L-41. Compare and contrast the value of and impact of various approaches		
T&L-42. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic		
Practice		
T&L-43. Teach student-centered lessons that focus on feedback		
T&L-44. Practice giving student-centered feedback		
Self-Assessment		
T&L-45. Reflect on the effectiveness of your teaching practice		
T&L-46. Reflect on your feedback skills		

Reflective Learning	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
(Critical Thinking)		
Demonstrate Knowledge		
T&L-47. Debate the value of encouraging reflective learning in interpreting students		
T&L-48. Identify and evaluate approaches that encourage self-reflection in learning and practicing interpreting		
T&L-49. Discuss relevance of multicultural communicative competencies and knowledge for this topic		
Practice		
T&L-50. Teach students to reflect on their learning and work		
Self-Assessment		
T&L-51. Reflect on the effectiveness of your teaching practice		
T&L-52. Appraise the benefit of self-reflection by the teacher		

DOMAIN 2: INSTRUCTIONAL DESIGN

Content	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
ID-1. Synthesize theories of instructional design related to content teaching and activities of interpreting		
ID-2. Appraise the value of active learning approaches in interpreting education		
ID-3. Explore the potential of designing action research into courses		
Practice		
ID-4. Design, prepare, and justify a variety of teaching approaches for teaching specific competencies integral to interpreting content		
ID-5. Design, prepare, and justify a variety of teaching approaches for teaching competencies related to specialized fields		
ID-6. Design, prepare, and justify learning environments that promote active learning		
ID-7. Design, prepare, and justify learning environments that incorporate action research		
ID-8. Create and justify assessments of these teaching activities		
Self-Assessment		
ID-9. Reflect on the effectiveness of your design e.g. <i>Compare and contrast the design of your course with the designs of a colleague</i>		

Language & Literacy	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
ID-10. Demonstrate familiarity with theories of design related to teaching language		
ID-11. Explore language and literacy issues that affect instructional design		
Practice		
ID-12. Design, prepare and justify a variety of lessons that demonstrate an understanding of the value of 1st and 2nd language in interpreting and encourages active learning of it		
ID-13. Create and justify assessments of these lessons		
Self-Assessment		
ID-14. Reflect on the effectiveness of your design e.g. <i>Evaluate the active learning goals of language activities included in your design</i>		

Language: Discourse Analysis	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
ID-15. Synthesize theories of design related to teaching discourse analysis		
Practice		
ID-16. Design, prepare, and justify a variety of lessons that demonstrate the centrality of discourse to interpreting education		

ID-17. Create and justify assessments of these lessons		
Self-Assessment		
ID-18. Reflect on the effectiveness of your design e.g. Compare the design of discourse mapping in your instruction with its use by colleagues		

Interpreting	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
ID-19. Test theories of design related to teaching interpreting		
Practice		
ID-20. Design, prepare, and justify a variety of lessons that teach interpreting		
2-21. Demonstrate integration of active learning approaches in the lesson designs		
2-22. Design specific lessons to teach: concepts of interpreting; foundational skills; translation; consecutive interpreting; simultaneous interpreting		
<ul style="list-style-type: none"> • meaning 		
<ul style="list-style-type: none"> • translation 		
<ul style="list-style-type: none"> • consecutive interpreting 		
<ul style="list-style-type: none"> • simultaneous interpreting 		
2-23. Create and justify assessments of these lessons		
Self-Assessment		
ID-24. Reflect on the effectiveness of your design e.g. Prepare a portfolio of lessons demonstrating and justifying your work		

Assessment	My Teaching Competencies Evidence or Action Needed	Other FAC
ID-25. Synthesize theories of design related to teaching assessment to interpreting students		
Practice		
ID-26. Design, prepare and justify a variety of lessons to teach students how to assess and self-assess interpreting		
ID-27. Design, prepare and justify a variety of assessment approaches for an overall program		
ID-28. Design, prepare, and justify assessment approaches for individual courses		
ID-29. Design, prepare and justify assessment approaches for specific lessons, including both skills and knowledge		
Self-Assessment		
ID-30. Reflect on the effectiveness of your design e.g. Create an assessment plan for a full semester course		

Feedback	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
ID-31. Explore theories of design related to teaching feedback to interpreting students		
ID-32. Evaluate the design of activities that foster feedback		
ID-33. Evaluate an overall plan for designing activities for teaching feedback		
Practice		
ID-34. Design, prepare and justify activities that teach interpreting students how to provide constructive feedback		
ID-35. Design, prepare and justify assessments of these activities		
ID-36. Design, prepare and justify assessments of your own feedback		
Self-Assessment		
ID-37. Reflect on the effectiveness of your design e.g. Prepare a formative evaluation of your feedback approach		

Reflection	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
ID-38. Integrate theories of design related to teaching self-reflection to interpreting students		
Practice		
ID-39. Design, prepare and justify activities that encourage self-reflection by students		
ID-40. Design, prepare and justify self-reflective approaches to teaching		
ID-41. Design, prepare and justify assessments of these activities		
Self-Assessment		
ID-42. Reflect on the effectiveness of your design e.g. Explore revisions to your approaches based on implementing these activities		

Domain 3: Assessment and Evaluation
Updated November 2006

Content	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
A&E-1. Explore the purpose and practice of assessment		
A&E-2. Explore the purpose and practice of evaluation		
A&E-3. Differentiate between assessment activities and evaluation activities		
A&E-4. Assess various approaches to assessment of content in interpreting		
A&E-5. Evaluate various approaches to evaluation of content areas		
Practice		
A&E-6. Assess student learning of content areas		
A&E-7. Evaluate student learning of content areas		
A&E-8. Communicate results of assessment in ways that foster on-going learning for each assessment and evaluation performed in this domain		
Self-Assessment		
A&E-9. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Evaluate an assessment approach you have developed</i>		

Language & Literacy	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
A&E-10. Explore the assessment of 1st language abilities and proficiencies		
A&E-11. Explore the assessment of 2nd language abilities and proficiencies		
A&E-12. Elaborate on the relevance of assessment of language skills for educating interpreters		
Practice		
A&E-13. Assess student language		
A&E-14. Communicate results of assessment in ways that foster on-going learning		
Self-Assessment		
A&E-15. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. Create a review of language assessments for student interpreters		

Language: Discourse Analysis	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
A&E-16. Explain discourse analysis as a form of assessment		

A&E-17. Explore assessment approaches for discourse analysis activities		
Practice		
A&E-18. Assess student learning of discourse analysis		
A&E-19. Communicate results of assessment in ways that foster on-going learning		
Self-Assessment		
A&E-20. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Your suggestions are welcome!</i>		

Interpreting	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
A&E-21. Explore approaches to assessing interpreting knowledge: the history, philosophies, trends of interpreting		
A&E-22. Evaluate approaches to assessing interpreting skills, including:		
<ul style="list-style-type: none"> • Foundational skills 		
<ul style="list-style-type: none"> • Translation 		
<ul style="list-style-type: none"> • Consecutive interpreting 		
<ul style="list-style-type: none"> • Simultaneous interpreting 		
A&E-23. Evaluate assessment plans intended to evaluate interpreting progress through a program		
A&E-24. Compare and contrast various assessment instruments in use in the field		
A&E-25. Differentiate between assessment and evaluation of interpreting skills		
Practice		
A&E-26. Assess student learning of interpreting		
A&E-27. Communicate results of assessment in ways that foster on-going learning		
Self-Assessment		
A&E-28. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Your suggestions are welcome!</i>		

Assessment	My Teaching Competencies Evidence or Action Needed	Other FAC
Demonstrate Knowledge		
A&E-29. Explore theories of assessing assessments and evaluating evaluations in interpreting		
A&E-30. Identify and evaluate assessment approaches for interpreting		
A&E-31. Compare and contrast assessment approaches with knowledge and skills to be assessed		
A&E-32. Appraise the value of teaching interpreting assessment skills to interpreters		

A&E-33. Differentiate between types of skills assessment: full diagnostic; on-going learning; identification of problems only;		
A&E-34. Compare and contrast approaches to interpreting skills assessment		
A&E-35. Explore approaches to assessing one's own work		
Practice		
A&E-36. Assess student learning of assessment/self-assessment		
A&E-37. Communicate results of assessment in ways that foster on-going learning		
Self-Assessment		
A&E-38. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Your suggestions are welcome!</i>		

Feedback	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
A&E-39. Discuss the importance of assessing feedback approaches		
A&E-40. Evaluate approaches to assessing feedback (neg/wrong only; destructive/constructive)		
A&E-41. Evaluate the value of and impact of various approaches		
Practice		
A&E-42. Assess student mastery of feedback skills		
A&E-43. Communicate results of assessment in ways that foster on-going learning		
A&E-44. Assess own feedback skills		
Self-Assessment		
A&E-45. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. Evaluate your approaches to feedback		

Reflection	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
A&E-46. Explain the value of assessing self-reflection for educating interpreters		
A&E-47. Evaluate approaches that assess self-reflection in learning		
A&E-48. Elaborate on approaches that evaluate self-reflection of teaching skills		
Practice A&E-49. Assess reflection skills of students		
A&E-50. Communicate results of assessment in ways that foster on-going learning		
A&E-51. Assess own teaching		
Self-Assessment		
A&E-52. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Your suggestions are welcome!</i>		

Domain 4: Research

Research related to Teaching and Learning, Instructional Design, Assessment and Evaluation, Research, Peer mentoring related to the sub-domains of:

- Content
- Language: Literacy
- Language: Discourse Analysis
- Interpreting
- Assessment
- Feedback
- Reflection

Research	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
R-1. Explore and evaluate research relevant to the domains and sub-domains of the program (general teaching and learning theories)		
R-2. Differentiate between qualitative, quantitative, and action research		
R-3. Compare and contrast the types of research		
R-4. Review and evaluate research related to the field of teaching and interpreting		
Practice		
R-5. Design and conduct a research project related to interpreting and/or teaching		
R-6. Integrate action research into your courses and lessons		
Self-Assessment		
R-7. Assess the results and effectiveness of your research		

Domain 5: Mentoring

A. Mentoring of Interpreters:

- Content
- Language: 1st and 2nd language
- Language: Discourse Analysis
- Interpreting
- Assessment
- Feedback
- Reflection

B. Mentoring of other teachers/peers: Teaching and Learning; Instructional Design; Assessment and Evaluation; Research; Peer mentoring related to the sub-domains of:

- Content
- Language: 1st and 2nd language
- Language: Discourse Analysis
- Interpreting
- Assessment
- Feedback
- Reflection

Mentoring	<i>My Teaching Competencies Evidence or Action Needed</i>	<i>Other FAC</i>
Demonstrate Knowledge		
M-1. Explore concepts of mentoring		
M-2. Compare and contrast approaches to mentoring		
M-3. Evaluate mentoring plans		
M-4. Develop, prepare and justify a comprehensive plan for mentoring interpreters		
M-5. Develop, prepare and justify a plan for mentoring peer educator		
Practice		
M-6. Receive mentoring about own interpreting		
M-7. Provide mentoring for a group of working interpreters		
M-8. Receive mentoring from a peer(educator) in the domains and sub-domains of teaching interpreting		
M-9. Provide mentoring for a peer(educator) in the domains and sub-domains of teaching interpreting		
Self-Assessment		
M-10. Reflect on your interpreting mentoring experiences		
M-11. Reflect on your peer mentoring experiences		

**COMMISSION ON
COLLEGIATE INTERPRETER EDUCATION**

THE ACCREDITATION BOARD FOR INTERPRETER EDUCATION PROGRAMS

D. Resources	
1. Personnel	
<p>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.</p>	<p>What documentation is submitted of descriptions of roles and responsibilities for the program director and faculty?</p> <p>How is the recruitment of Deaf personnel documented?</p>
<u>a. Program Director</u>	
<p>1) Responsibilities</p> <p>The director of the educational program shall be responsible for management and administration of the program including planning, on-going evaluation, budgeting, and selecting faculty and staff.</p>	<p>How does the information on the vita correlate with the job description for the program director?</p> <p>Is the program director responsible for program planning; management, budget administration; selection of faculty and staff?</p> <p>If not, are the program director's responsibilities comparable to those of others in the institution?</p>
<p>2) Qualifications</p> <p>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.</p>	<p>How does the program director's vita document relevant experience in interpreting administration, teaching and practice?</p> <p>Does the director hold a minimum of a master's degree or have equivalent educational qualifications? How is this demonstrated?</p>
<u>b. Faculty</u>	
<p>1) Responsibilities</p> <p>Faculty responsibilities shall be consistent with the mission of the institution.</p>	<p>What documentation is provided that faculty responsibilities are consistent with the mission of the institution in regard to teaching, scholarly activities, professional development, advising, institutional/or community service?</p>
<p>2) Qualifications</p> <p>a) The faculty shall include certified interpreters.</p>	<p>What is the documentation that the faculty includes certified interpreters?</p>
<p>b) Faculty shall have documented expertise in the area(s) of teaching responsibilities and shall demonstrate effectiveness in teaching their assigned subjects.</p>	<p>What is the documentation that faculty members have expertise in the areas of assigned teaching responsibility?</p> <p>What documentation is provided that the faculty are</p>

	effective in teaching their assigned content?
c) The faculty must collectively have academic and experiential qualifications and background appropriate to meet program objectives.	What documentation is provided to demonstrate that the faculty collectively have the qualifications to meet program objectives?
3) Professional Development	What is the documented evidence of planning that assures that program faculty can fulfill their assigned responsibilities? (e.g., does the plan for faculty development enable faculty members to maintain currency in their content areas? How does the program respond to changes in demands of the institution? How are faculty assisted in attaining promotion and tenure?)
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.	What is the documentation that each faculty member has a written plan for continuing professional development?
4) Faculty/Student Ratio: The faculty/student ratio shall	What is the documentation that the faculty/student ratio permits achievement of the purpose and stated objectives of the program?
a) Permit the achievement of the purpose and stated objectives of the program.	
b) Be compatible with accepted practices of the profession.	What is the documentation that the faculty/student ratio is compatible with the accepted practices of the profession? (i.e., CIT statements/philosophies?)

COMMISSION ON COLLEGIATE INTERPRETER EDUCATION

THE ACCREDITATION BOARD FOR INTERPRETER EDUCATION PROGRAMS

Review Guidelines for Programs Conducting Self-Study Review

B. OBJECTIVES

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.

Standards	Review Guidelines
H.CURRICULUM	
1. Description of the Program	
<p>a. Mission</p> <p>The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.</p>	<p>What is the documentation that there is a set of organizing ideas (a curriculum) that:-supports the mission of the interpreter education program?</p>
<p>b. Philosophy</p> <p>The statement of philosophy of the program shall reflect:</p> <p>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.</p>	<p>What is the documentation that the statement of philosophy of the program reflects a sociolinguistic view of Deaf and hearing communities?</p> <p>What is the documentation that there are efforts to establish and maintain open and continuing dialogue with members of the Deaf community?</p> <p>What is the documentation that this dialogue has guided the development of the curriculum, instruction, and practicum?</p>
<p>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.</p>	<p>What is the documentation that the philosophy of the program supports an approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation?</p> <p>What is the documentation that the approaches to learning identify and support the learning needs of a diverse population?</p>

2. Curriculum Design	
<u>a. The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall:</u>	What is the documentation that there is a set of organizing ideas (a curriculum) that:
1) Support the mission of the interpreter education program.	-supports the mission of the interpreter education program?
2) Identify educational goals that are consistent with the program's mission and philosophy statements.	-identifies 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.	-describes the common linkages among all courses in the curriculum? -explains why the courses are offered in the identified sequence? -explains why the specific content is included in each course? -is there evidence that course objectives, content, teaching methods, learning activities and evaluation methods are compatible?
4) Include recognition and mention of diverse cultures and groups.	-includes recognition and mention of diverse cultures and groups?
<u>b. Instruction shall follow a plan which provides evidence of</u>	What is the documentation that there are appropriate learning experiences that build upon each other and meet the requirements for graduation?
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.	What is the documentation that there are: (a) clearly written course syllabi for the academic component of the curriculum? (b) objectives and competencies expected for the fieldwork component?
3) Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.	What is the documentation that there is frequent evaluation of student acquisition of knowledge, behavior and skills in both the academic and clinical components of the curriculum?
I. PREREQUISITES	
Language prerequisites shall be specified as a foundation for the professional education.	What is the documentation that language prerequisites are specified as a foundation for professional education?
1. American Sign Language	What is the documentation that incoming students possess proficiency in ASL that enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse?
a. Students shall possess proficiency in American Sign Language that at least enables them to converse in a culturally appropriate and participatory	

<p>fashion, to narrate, and to describe with connected discourse.</p>	
<p>2. English</p> <p>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.</p>	<p>What is the documentation that incoming students possess proficiency in English that enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse?</p>
<p>J. CONTENT REQUIREMENTS</p>	
<p>The course of study shall be based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. It shall include:</p>	
<p>1. Liberal arts content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:</p> <p>a. Superior oral and written communication skills.</p> <p>b. Logical thinking, critical analysis, problem-solving, and creativity.</p> <p>c. Knowledge and appreciation of multicultural features of society.</p> <p>d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.</p> <p>e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population.</p>	<p>What is the documentation that a rationale is provided for the established prerequisite requirements?</p> <p>What is the documentation that there is a mechanism for assuring that students have or acquire this content?</p>
<p>2. Social and behavioral sciences content that is prerequisite to, or concurrent with, professional education.</p> <p>a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.</p> <p>b. Minority group dynamics, prejudice, class, power, oppression, and social change.</p> <p>c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.</p>	<p>What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of human behavior in the context of sociocultural systems?</p> <p>What is the documentation that the objectives for this content area have been implemented?</p> <p>What is the documentation that the students appear to be prepared and able to apply this knowledge?</p>
<p>3. Professional education which will enable students to develop and apply knowledge and competencies in interpretation.</p>	<p>What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of knowledge in interpretation?</p>
<p><u>a. Knowledge areas shall include:</u></p>	<p>What is the documentation that the objectives for this content area have been implemented?</p>

<ol style="list-style-type: none"> 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 	<p>What is the documentation that the students appear to be prepared and able to apply this knowledge?</p>
<p><u>b. Competencies shall include:</u></p> <ol style="list-style-type: none"> 1) Language <ol style="list-style-type: none"> 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. 	<p>What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of competencies in languages for interpretation?</p> <p>What is the documentation that the objectives for this content area have been implemented?</p> <p>What is the documentation that the students appear to be prepared and able to demonstrate these competencies?</p>
<ol style="list-style-type: none"> 2) Message Transfer <ol style="list-style-type: none"> 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. 	<p>What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of message transfer in interpretation?</p> <p>What is the documentation that the objectives for this content area have been implemented?</p> <p>What is the documentation that the students appear to be prepared and able to demonstrate these competencies?</p>
<ol style="list-style-type: none"> 3) Methodology <ol style="list-style-type: none"> a) ability to use different modes of interpreting (i.e. simultaneous or consecutive), ability to choose the 	<p>What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of methodology?</p>

appropriate mode in a given setting	What is the documentation that the objectives for this content area have been implemented?
b) ability to use different target language forms, ability to choose the appropriate form according to audience preference	What is the documentation that the students appear to be prepared and able to demonstrate these competencies?
4) Subject matter	What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of subject matter in interpretation?
a) breadth of knowledge allowing interpretation of general discourse within several fields	What is the documentation that the objectives for this content area have been implemented?
b) sufficient specialized knowledge of one or two disciplines allowing interpretation of more specialized discourse within these disciplines	What is the documentation that the students appear to be prepared and able to demonstrate these competencies?
5) Techniques and logistics, such as ability to manage the setting and ability to select and use appropriate equipment.	What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of techniques and logistics in interpretation?
	What is the documentation that the objectives for this content area have been implemented?
	What is the documentation that the students appear to be prepared and able to demonstrate these competencies?
4. Research	What is the documentation that the curriculum provides the opportunity to gain knowledge and understanding of research in interpretation?
a. Necessity for and values of research on interpretation and interpreter education	What is the documentation that the objectives for this content area have been implemented?
b. Essential components of a research protocol	What is the documentation that the students appear to be prepared and able to demonstrate these competencies?
c. Analysis of studies related to interpretation	
d. Application of research results to interpretation practice	
5. Practicum	What is the documentation that supervised practicum is an integral part of the educational program?
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.	What is the documentation that the objectives for each phase of the practicum have been collaboratively developed and documented by the program faculty, practicum supervisor, and student?
2) The ratio of program faculty to students shall	What is the documentation that the ratio of program

ensure proper supervision in and frequent assessment of achieving the objectives.	faculty to students ensures proper supervision and frequent assessment?
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.	What is the documentation that practicums are conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the students?
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.	What is the documentation that there is directed supervision in selected aspects? What are these aspects? What is the documentation that there is supervision 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.	What is the documentation that there in-depth experiences are provided?
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.	What is the documentation that the practicum provides a variety of experiences?
2) The practicum shall be supervised by qualified personnel.	What is the documentation that there is supervision of practicums by qualified personnel? What qualifications?
3) To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.	What is the documentation that practicums are completed within a reasonable time frame? What is the 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.	What is the documentation that practicums are formally evaluated and documented by the practicum supervisor in accordance with program guidelines? What is the documentation that this evaluation is 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.

Running head: Educating Educators

PLEASE DO NOT COPY OR DISTRIBUTE

This paper will appear in 2004 in

M. Marschark, R. Peterson & E. A. Winston (Eds.), *Sign language interpreting and interpreter education: Directions for research and practice*. New York: Oxford University Press.

Designing a Curriculum for American Sign Language/English Interpreting Educators

Elizabeth A. Winston, Ph.D.

Northeastern University

Contact Information:

Betsy Winston

b.winston@neu.edu

970.613.9380

Snail Mail: 1613 Leila Dr.

Loveland, CO 80538

Designing a Curriculum for American Sign Language/English Interpreting Educators

This chapter investigates the question: What do competent interpreting educators need to know how to do in order to foster the development of competent interpreters? To investigate this, it is important to address two underlying issues. First, what do competent interpreters need to know how to do? And from the answer to that, what do competent educators need to know how to do to develop that competence in interpreting students? Interpreters and educators have a body of knowledge and skills that define the content that interpreters need to master. However, explicit information about how to lead interpreters to mastery of the knowledge and skills required is not part of that body of knowledge. Underlying all the knowledge and skills is an essential core—the need to develop critical thinking, decision making, and self-assessment in each domain. Educators contributing to the studies reported in this chapter implicitly acknowledge that these processes are crucial. Interpreting educators need to learn how to structure, implement, and assess active learning approaches that will lead to active learning by their students, and therefore, to competent interpreting.

Sign language interpreting as a profession is a fairly recent development. Until the early 1960s, most interpreters came from families with deaf parents where at least one child became the “default” interpreter, learning American Sign Language (ASL) from birth as a first or second language (see Cokely, this volume). In the 1960s and 1970s laws such as Section 504 of the Rehabilitation Act of 1973 and PL-94-142 (later IDEA) were established requiring access to various settings via interpreters (Synthesis, 2004). Public schools were suddenly required to educate deaf children, using, when needed, sign language interpreters. Adequate numbers of qualified interpreters were not available, and the federal government established funding to set

up training programs to train interpreters. However, there were few experienced and qualified academic instructors of interpreting to staff these programs.

Most such programs were established in community colleges. The great majority of faculty were, and continue to be, hired as part-time adjuncts because they are competent practitioners of interpreting. Their expertise as educators and as interpreting educators were not essential qualifications for hiring; word of mouth was often enough to secure an adjunct teaching position in many programs. Only the relatively few full-time faculty were required to demonstrate any expertise as educators. Most have learned to teach through experience, taking courses occasionally, many earning degrees beyond high school and college, but few have entered teaching as a profession to be mastered. Cokely (this volume), Monikowski and Peterson (this volume), and Monikowski and Winston (2003) raise important questions about the impact of establishing interpreting education in academia.

The shift of interpreting education from the Deaf community and culture in which it had been intricately intertwined into the objective rigors and expectations of academia has led to both positive and negative implications for interpreting education. These implications cannot be ignored. While the shift has resulted in more warm bodies sitting in the interpreter's seat, and has perhaps de-mystified the process of interpreting to some extent, the negative effects have been an on-going concern. There is consensus that many of the "warm bodies" leaving these programs are generally not prepared to function independently in many settings (Patrie, 1994). And, as interpreting education has shifted into academia, it has, albeit unintentionally, lost much of the experience and expertise of the Deaf community. Although this loss is not the central focus of this chapter, it is an essential issue that must be addressed by every interpreting educator. This chapter should be read within the context of this issue, with an understanding that any

improvement in the education of interpreters must infuse the knowledge and experience of the Deaf community into every aspect of every activity.

Meanwhile, the national interpreting organization, the Registry of Interpreters for the Deaf (RID) is moving towards requiring interpreters to have Bachelor's degrees as a requirement for certification. This means that interpreting faculty must have qualifications sufficient to satisfy the stricter hiring requirements at 4-year institutions. In addition, the national interpreting educators' organization, the Conference of Interpreter Trainers (CIT) has established standards for interpreting education programs, including a section addressing faculty qualifications (Conference, 1995). Unfortunately, this does not include a set of standards or expectations for independent educators who offer mentoring or workshops around the country. And the Standards have not been disseminated widely in order for educators and institutions to understand them. There is a need for qualified educators who are skilled and competent not only as practitioners, but also as educators. This is true regardless of the teaching environment, be it pre-service in academia, or post-service in workshops, mentoring, and training.

<1> What We Know

<2> What We Know from Literature in Education

The field of adult education has made major shifts in recent years, from the behavioral approach of teaching at students who passively sit through lectures, towards a learning-oriented, student-as-active-learner philosophy, where students are held responsible for their own construction of knowledge. Academics are looking beyond behaviorist theory and the static measurement of products and behaviors. They are incorporating cognitive and constructivist theories of learning, approaches such as problem-based learning, cooperative learning, and

writing across the curriculum. These approaches are being used to develop critical thinking, analysis, and active cognitive skills. Attempts to provide tangible models for educators to achieve these goals have been developed over the years; among the most well known being Bloom's taxonomy (Bloom and others, 1956). Although educators in recent years (and Bloom himself) have provided revisions and expansions on Bloom's basic taxonomy, it is still widely familiar to many educators who are concerned with designing clear educational objectives for leading students from the basic knowledge of facts to the more complex processes of critical thinking (Anderson & Krathwohl, 2001; Bloom and others, 1956; Marzano, 2001).

Bloom's six original categories are knowledge, comprehension, application, analysis, synthesis, and evaluation. They are intended to represent a hierarchical organization of cognitive processes that lead to complex learning. The first or least difficult level in the hierarchy is knowledge, the ability to recall information that has been learned. Verbs that reflect this level in the hierarchy include "name," "list," "label." Interpreting competencies at this level might include being able to name the four component parts of a sign or listing the tenets of the RID Code of Ethics. Competencies of interpreting educators at this level might include naming types of interpreting to be taught and listing the types of assessment approaches used in interpreting. The second level is comprehension, where learners are expected to understand meaning, explain or restate ideas, or describe a process. An interpreter might be expected to understand the meaning of a sign location to mean "informal." An interpreter educator might be expected to comprehend the different applications of various assessments. The third level of Bloom's taxonomy is application, the ability to use newly learned information effectively. For example, an interpreter would be expected to use the appropriate language register when told the

environment and setting. And educator would be expected to apply appropriate assessment approaches when a specific instructional objective is identified.

Bloom's fourth level is analysis, where the learner demonstrates an ability to categorize newly learned information, compare or contrast, or make a decision based on the facts available. At this level, an interpreter would need to determine which factors of a setting might affect the choice of language register. An educator would need to determine which factors would have significant impact on the choice of assessment approaches. Fifth, synthesis, is the ability to use newly learned information to create new ideas, or discover relationships. An example of an interpreter demonstrating synthesis might be the ability to enter an unknown setting, assess essential factors and determine new ways to approach the needs of the new situation. An educator, likewise, would need to be able to develop a new assessment approach that fits an individual set of needs, assess a novel interpretation and prepare an evaluation and justification of its overall effectiveness. Bloom's sixth and final level is evaluation, when learners are able to judge the importance or value of information based on specific criteria. Interpreters for example, would be able to judge the effectiveness of their own interpretations; educators would be able to judge whether an assessment approach has been effective.

Bloom's taxonomy has been used extensively since it was first disseminated more than 45 years ago, and was a seminal publication about learning domains and levels of abstraction. More recently, researchers such as Anderson and Krathwohl (2001) and Marzano (2001) have revisited Bloom's taxonomy, providing more depth and understanding of learning processes as research has progressed. Marzano (2001) for example, expands Bloom's one dimensional hierarchy of learning to a two-dimensional one, in which he separates the realm of knowledge from the processes learners apply as they learn about the uses and relevance of those pieces of

knowledge. Anderson and Krathwohl (2001) have refined and expanded the levels of Bloom's taxonomy by adding more explicit explanations of each level. Regardless of the particular perspective on learning, however, it is essential that these be part of any educator's repertoire of teaching expertise.

Vygotsky (1978; Daniels, 2000) also provides interpreting educators with insight about the learning processes that students experience in learning. His writings about student learning, about the need for scaffolding new learning on prior or existing learning, and about guiding the learner from dependence to independence in learning all relate to interpreting education. As educators work with interpreting students to build interpreting skills from language skills, to expand discourse analysis skills from intra- to inter lingual applications, and to develop effective self-monitoring skills, they need to have a broad understanding of how learners, and especially adult learners, actively internalize and synthesize new information and concepts as they construct their own knowledge.

An important aspect of the previous approaches is the need for learners to be able to assess their own learning and abilities. Educators, therefore, need to be able to help them develop these essential self-assessment skills. Boud (1995), a proponent of self-assessment in all learning, writes that competent self-assessment reflects:

...what is important in teaching and learning in higher education. It stresses the importance of learners constructing rather than receiving knowledge, of promoting the taking of responsibility for learning, of communicating and expressing what learners know and understand and of taking a critical stance to received wisdom. (p. 9).

Interpreting educators have long recognized the need to help students develop competence in self-assessment, yet frequently students graduate from programs unable to do this. The education

of interpreters must focus on this if interpreters are to develop life-long learning skills; interpreting educators need to understand learning, to structure activities based on learners' needs, and to assess their own effectiveness as teachers.

Boud sums up the change that is happening in the wider arena of education, especially for adults. It is his claim that

The greatest conceptual shift which has occurred in recent times in higher education has been from a perspective which focused on the teacher and what he or she does, to a perspective in which student learning is central. While much current practice has yet to fully reflect this shift, it is one which is not likely to be reversed (p. 24).

<2> What We Know from Interpreting Education

A review of interpreting literature indicates that there is a body of knowledge and information about what interpreters need to know and be able to do, and therefore, what educators need to include as content in the courses they teach. The Conference of Interpreter Trainers (Members, 1984a & b; Conference, 1995; Baker-Shenk, 1990) and community wisdom all reflect the belief these skills can be developed through active, hands-on learning. The expected effect of this active learning is that students will be able to respond critically, make decisions and assess the effect of those decisions responsibly and professionally. In other words, we expect students to be able to deal with any situation that requires: "It depends..." as an answer.

There is also an underlying assumption throughout the literature that interpreters must be aware of and comfortable in the Deaf community. This belief is so intertwined throughout all the literature that it often remains implicit in discussions and explanations about interpreting

education. During the early years when interpreters were apprenticed through community interaction, accepted through the approval of the Deaf community, and encouraged to interact within the Deaf community, the implicit assumptions were implicitly assimilated. In the shift from community grooming to academic education, the implicit expectations of Deaf community interaction and acceptance have been paid “lip service.” However realization of them is often weak or non-existent in practice. There are few deaf faculty in interpreting programs; those who are in interpreting programs are often assigned to teaching ASL exclusively. Anecdotal input in the field indicates that many educators, both deaf and hearing, believe there while there is tremendous input needed from deaf people to teach ASL, there is relatively little deaf educators can effectively contribute in teaching interpreting, since they cannot evaluate both the source and the target messages simultaneously.¹ CIT statistics indicate that only 13% of its membership are deaf or hard of hearing (Directory, 2001-2002).

The implicit expectations and assumptions about the essential value of and need for Deaf community, deaf faculty, and multi-cultural competencies exist in stark contrast to the reality reported by CIT membership, and by the qualifications of graduates of interpreting programs. In recognizing the contrast, many interpreting educators are moving to insure that these expectations are moving from the background to the foreground, making them more explicit and expected. In addition to the chapters in this volume from Cokely, Turner, and Monikowski and Peterson that focus specifically on this emphasis, other chapters raise similar concerns. The chapters in this volume about language learning and use all stress the need for native signers, Deaf community members are essential language and culture models for interpreting students (Quinto-Pozos, Davis, Lee). Public discussions emphasize the need for more deaf faculty who teach interpreting as well as ASL.²

However, the ways and means of meeting that need are only beginning to be addressed. Although most interpreting programs incorporate some type of observation and practice requirements, often these requirements are accompanied by somewhat vague instructions such as “Attend a Deaf event and write a journal about what you saw.” More recently, interpreting educators and researchers are investigating more structured and directed approaches to these observations and participations. These are approaches that provide students with the means to benefit more fully from their learning about both their own cultures and the Deaf community and cultures. Monikowski and Peterson (this volume), for example, offer a systematic approach to infusing Deaf community involvement for interpreting students. In addition, their use of Service Learning addresses an even more basic need, the need of interpreters to gain an understanding of any culture, especially their own, as a foundation to understanding another. Dean and Pollard (2001; this volume) offer the systematic structure of Demand-Control schema for documenting observations that lead to understanding of what students see and experience as they interact within deaf community and culture. Dean, Pollard, Griffin and Davis (2002) provide evidence that the structure is effective in interpreting education. Forestal (this volume) provides detailed insight into the roles and experiences of deaf interpreters. It is clear that Deaf community and culture must be an explicit part of the interpreting educator’s reality, so that it is infused throughout the now primarily academic approach to teaching interpreting. Any curriculum designed will need to include explicit goals and objectives to address this need. Further research about how this is currently being done, and how it can be more effectively accomplished is needed.

Interpreting education does have a body of knowledge about what interpreters need to know and know how to do. CIT members performed a major task analysis of interpreting

(Members, 1984a & b). This document provides lists of terms and descriptions of interpreting tasks like “analysis,” self-assess”, “analyze content”, “decision making”, “audience assessment”, “decalage” (Members, 1984a & b). Many of the categories and topics fall into the upper levels of Bloom’s taxonomy, for example, reflecting the expectation that interpreting requires complex types of critical thinking. It is a valuable guide for people who already know how to reach these goals, but does not provide guidance for a practitioner who is new to interpreting education.³ And unfortunately, this document was not widely disseminated beyond the membership of CIT, and has not been easily accessible until very recently, when CIT made it available electronically through their website.

In 1990, Baker-Shenk led a group of experienced interpreting educators in the publication of a curriculum for teachers of interpreting, the Teaching Interpreting Program (TIP). The curriculum provides insight and information about the skills and competencies that were considered essential for competent interpreters at that time. Most recently, CIT has investigated the idea of reviewing and assessing interpreting programs, with a potential goal of accreditation of those programs. A set of National Interpreter Education Standards was developed over a period of years, with input from a broad range of interpreting educators, both deaf and hearing, and approved unanimously by the membership (Conference, 1995). The domains and sub-domains of knowledge and skills outlined in the Standards provide a comprehensive description of what programs need to teach, and therefore, what competent graduates of these programs must be able to demonstrate. These include domains of professional knowledge, language competencies, interpreting knowledge and skills, and the ability to function effectively in diverse settings. They underscore the need for educators and programs to focus on the more complex processes of learning that result in critical thinking skills.

The literature discussed thus far provide a basis for answering the question, “What do interpreters need to know to be competent?” They do not explicitly address how these are to be taught. Interpreting educators must also master these defined skills and competencies; they are essential pre-requisites to becoming educators. But they must master much more. They must master effective approaches for developing these competencies, or rather, for guiding students to accepting responsibility for learning, for constructing their own understandings about them, and to apply their understandings critically, assessing their own thinking and actions critically.

In addition to the literature available to inform this study in interpreting education, we can look to related fields and professionals for input about teaching competencies. A sister organization of CIT, the American Sign Language Teachers Association (ASLTA), is an organization that assesses the competencies of ASL teachers. Although traditionally viewed as separate fields, it is unquestionably true that the two are closely related. Given that the specific criteria for ASL teachers will be different from those for interpreting teachers, the mastery of approaches that foster student learning, independence, and life-long learning require similar understanding and mastery. ASLTA has established a Portfolio system of assessment (ASLTA, no date). Adopting the use of a portfolio indicates a focus on the need for higher-order cognitive skills by this professional group. In addition to the portfolio, applicants for certification must demonstrate their teaching skills, again, a focus on their ability to think about their teaching, decide what constitutes effective teaching, and assess their own work. Each candidate needs to demonstrate, above all else, their own critical thinking about their work, their decision making in choosing portfolio elements, and the ability to assess their own work in order to determine what elements are included. This approach focuses on the underlying processes that ASL educators

and interpreting educators need to master and offers educators of interpreting some ideas about how to assess their own teaching competencies.

The field of interpreting education has been in some ways ahead of the shift in adult education discussed previously. Educators like Colonomos (1992) and later Gish (1984) have introduced the field to the ideas of Vygotsky and practiced interactive approaches to education.⁴ The Teaching Interpreting Program (TIP) curriculum implicitly reflects this approach in the types of class and assessment activities it describes (Baker-Shenk, 1990). Consistent with the recent emphasis on active learning approaches that focus on the development of critical thinking, decision making, and self-assessment, Humphrey (2000) suggests the use of portfolios to address the integration and synthesis needs of graduating interpreting students, and as way of bringing them into more valuable and effective contact with the Deaf community. Cokely (personnel communication, June 2002) in his work on decision-making and portfolios, embraces active student learning. His new approach to curriculum design that focuses on communication from a discourse perspective promotes critical thinking (Cokely, 2003).

Yet, as current studies indicate, many educators do not understand these approaches and strategies and are not embracing them as the foundation of teaching the interpreting process. Critical thinking, decision-making, and self-assessment are still often relegated to secondary importance, focused on only when the “critical” needs of memorizing, testing, knowing, and grading have been accomplished.

<1> Teaching Interpreting: Recent Investigations

The remainder of this chapter focuses on current knowledge, attitudes, and philosophies of interpreting educators. In order to design and develop a curriculum for interpreting educators that meets the needs of the field, it is essential that a deliberative approach be followed. Data

collection from a broad spectrum of stakeholders is essential (Peterson, 2003). Participation and ownership are important features of a successful curriculum at this point in the field.

Three separate investigations in an ongoing deliberative process of curriculum development are reported. The three studies incorporate data gathered through open-ended surveys, a roundtable conference, and focus groups. In each study, input was gathered from instructors who are or have worked in interpreting education, and in ASL. They range in experience from first-year teachers to those with many years experience. They have a range of educational backgrounds, and also a range of teaching experiences, ranging from many years in structured classrooms to workshop presentations. They include educators who learned sign language at home from deaf parents or family members, and then naturally fell into interpreting and teaching. There are others who learned ASL through academic programs in order to become interpreters. Some have educational backgrounds in curriculum design, second language teaching, adult education, linguistics, and ESL. Others have little academic training but a tremendous wealth of experience and insight. Data were collected in a variety of ways from a variety of participants. Below, the data collection approaches for each study are described, then the findings are discussed.

<2> Study 1: Open-Ended Survey about Teaching Interpreting

<3> Data Collection: Cogen, Monikowski, Peterson, and Winston (2002) developed and distributed a survey for interpreting and ASL instructors. The survey consisted of two sections. The first section posed a series of demographic questions for respondents, including length of time teaching, status as a teacher (full or part time), if they were affiliated with an institution, what academic degree(s), if any, they held, and in what field(s). The second section of the

survey asked participants to respond to four open-ended questions. The questions asked were designed to elicit explanations of activities and the reasons that people used them.

1. Describe your favorite/most effective teaching activity, discuss why, and describe how you assess it;
2. Describe your least favorite/effective activity and discuss why;
3. Tell us about how you grade your courses; and
4. Are there other things you want to share about your teaching?

Data collection began in 2002, when the researchers solicited the first group of participants by sending an announcement to the Conference of Interpreter Trainers (CIT), the only interpreting educator organization in the US. The announcement was sent to their listserv, which is distributed to all members of the organization. The number of members was listed as 272 in 2001-2002 (Directory, 2003-2004). However, many interpreter educators report anecdotally that other faculty in their program, especially adjunct faculty and independent educators, do not belong to CIT, and this number is not considered an accurate reflection of the actual number of interpreting educators in the US. Although there is no actual count of interpreting educators in the US at this time, the RID website states that there are approximately 150 interpreting programs (Registry, retrieved March, 2004). Estimates from educators indicate that there may be an average of 1-2 full-time instructors and 1-8 part time instructors in many programs. Therefore the members were encouraged to share the information and invite any other educators involved with teaching interpreting, whether as faculty or as workshop presenters and independent consultants.

Over the course of a three-month time period, 21 surveys were submitted. Quantitative analysis of the results is problematic because access to the survey was not restricted by password

or other criteria and the real number of possible respondents is unknown. However, qualitative analysis provides insight into the philosophies of those who did respond.

A second group of participants were recruited in the spring of 2003. A national online roundtable discussion was sponsored by Project TIEM.Online, entitled “Teaching Interpreting: What Do We Need to Know?” The survey was linked to the website for the roundtable discussion, and registrants of the roundtable were encouraged to respond if they had not done so previously. There were 299 registered participants of the Roundtable, and 19 participants chose to respond to the survey.⁵ Although access to the survey was restricted to registered participants of the Roundtable, registration to the Roundtable was not restricted. As with the first round of recruitment, the conditions for collecting these surveys were not controlled adequately for strict quantitative analysis.

In all, 40 surveys were available for analysis. This research collated the demographic information collected from the first section of the survey and analyzed comments made in response to questions 1, 2 and 4 of the open-ended questions.⁶ Participants ranged in teaching experience from 0-5 years: 14; 6-10 years: 13; 11-15 years: 5; and 16+ years: 8. There were 23 full time faculty members and 17 adjunct or independent educators. Their places of employment ranged from 17 at 2 year institutions, 13 at 4 year institutions, and 10 independent educators, not affiliated with any institution. Participants held a variety of academic degrees, including 3 with Associate’s degrees, 8 with Bachelor’s degrees, 22 with Masters Degrees, 6 Ph.D’s, and one diploma. Of these, some reported working on advanced degrees. Degree areas included linguistics, interpreting, teaching interpreting, Special Education, and adult education.

Respondents were not asked if they were deaf or hearing, nor about race and ethnicity. Future versions of the survey may include those questions. A few participants self-identified as

deaf or hearing. The format of a written English survey, combined with the online environment, meant that some educators did not participate.

<3> Data Analysis: Of the four open-ended questions about teaching interpreting, the responses to three informed this study. The questions about favorite/effective activities, least favorite/effective activities, and additional thoughts provided insight into educators' philosophies and needs for teaching. The question about grading yielded specific information about syllabi and grading policies and responses were not analyzed for this study.

<4> Question 1. Describe your favorite/most effective teaching activity, discuss why, and describe how you assess it?

Of the 40 surveys, 33 people responded to this question. All but one described an activity that developed critical thinking, decision making, and/or self-assessment skills. Only one activity described was teacher-centered, designed to simply transfer factual information to a passive student group. Most activities included students working together to analyze problems (either texts or situational questions), self-assessment of interpreting skills, and educator/student interaction that led students to construct knowledge for themselves.

Educators reported that these types of activities were essential in developing the higher order thinking and analysis skills that interpreters need to be competent practitioners. Although the comments overwhelmingly indicate a sense of the value of these types of activities, they also reflect a range of meta-knowledge about this understanding. Some comments were very articulate statements about the need for developing these skills. Respondent #14, for example, did not describe a specific activity; instead, she wrote,

I think the most beneficial activities in the classroom are grounded in self-analysis. No matter what I am teaching (almost) I go back to asking the students about their

experiences, what their challenges were, how they managed the challenges, what they learned in the process, etc. I use this at all levels, and I think it speaks to self-directed growth.

Other comments do not explicitly discuss why these activities promote critical thinking. They merely state that critical thinking and self-analysis is the goal of the activity. For example, Respondent #11 discusses an activity that is videotaped, writing, “The student receives feedback from the instructor and fellow classmates, but, more importantly, they get the opportunity to view and provide a self-critique of their own work.” Respondent #30 begins her comment very succinctly by stating, “Student self-analysis.”

Still other comments reflect an understanding that these types of learning activities are effective, but do not identify the underlying processes they foster. Respondent #3 describes two activities that are effective. The first is an interpreting activity where the students

use ‘process mediation’ (i.e., engage in a discussion of their processing, etc.) using a fishbowl technique in class”; the second is an activity that has students “engage in roleplays with Deaf community members and get direct feedback from these Deaf people and process the experience.

Although there is no explanation of why this is important or what process the activity fosters, she adds, “Both course evaluations and student comments (in class) attest to the benefit of these activities.”

These comments indicate some level of understanding of the essential need to develop critical thinking and self-assessment in interpreters. More importantly, they also reflect a need to better understand how to structure and assess the activities. While some participants described

their assessment approaches knowledgeably, others were clearly at a loss as to how to do this. Several, after describing their most effective activity, bemoaned the fact that it is too hard to assess, or that they do not assess it at all. Respondent #14, quoted above with a very articulate explanation of the need to develop self-assessment and critical thinking skills, ends her comments by writing, “There is difficulty in assessment with this method, and I feel fortunate that I mainly teach in the workshop setting, so assessment is based less on grading and more on personal growth and movement.”

This indicates a possible conflation of assessment and grading, and raises the question of whether this educator is aware of approaches to assessment that could be effective in her teaching, regardless of the setting, and of the possibility that effective assessment of these activities could be relevant to grading and teaching.

The comments of two respondents about assessing these activities are striking in their similarity—the activities they describe are central to interpreting, yet they are not evaluated. Respondent #20 describes an activity that pairs students for interactive practice with interpreting skills. She concludes by writing: “this gives the students practice in dual tasking as well as short term memory... There is really no assessment—this is primarily for skill building.” It is revealing that this educator does not assess this activity, which focuses on an essential aspect of our work-skill building.

Respondent #29 describes an effective interactive activity in translation, ending with this thought: “I did not grade the final performance of this activity. This was more for them to get a feeling of the process of changing messages from one language to another.” It is interesting to see that the basic, underlying skill of interpreting, i.e. transferring a message, is not assessed in a translation activity.

Comments like the above indicate that these participants value activities that lead students toward constructing their own knowledge through critical thinking, decision making, and self-assessment. It is also apparent that both the ability to assess these activities, and the awareness that these are the activities that need to be assessed, need to be developed for some educators. That respondents report their most fun or effective activities as unassessed reflects the need for educators to learn how to approach assessment of these activities more effectively, both for their growth of their students and for their own growth and educators.

<4> Question 2. Describe your least favorite/effective activity and discuss why

When asked to describe a least effective or favorite activity, another interesting insight is revealed. Of the 40 participants, 33 responded to this question. Of these 7 did not answer the question specifically enough to be included in the analysis. One such response stated that travel to practicum was the least effective activity (but that once she arrived, the travel was worth it). Another stated that “Most of the theory and foundation courses” were least effective. And one person wrote “Hard to say. It was my first teaching experience so everything seemed daunting.”

Of the remaining 26 responses, all but 2 described an activity that was either primarily teacher-centered, or that resulted in a teacher-centered grading of some interactive, student-centered assignment. The activities described here included: testing, grading videotapes, rote memorization, grading written papers, scoring journals, and lecturing. The following comment from Respondent #38 reflects the attitude of most: “Watching videotapes of student interpreted performances....I just find it incredibly tedious to watch all these tapes and provide written feedback.”

Several of the participants who mentioned grading tapes go on to state that students benefit from getting written feedback. Unlike the expanded comments about the most effective activities, which included discussions about the value of building critical thinking, none of the comments in this section included a student-learning rationale to support the belief that students benefited from the tedious grading. No one substantiated their statements that they know students use it, learn from it in some way, or even read it.

Several respondents reflect a sense that these teacher-centered activities are being done to satisfy some type of institutional requirement. Respondent #37 reflects this sense, writing: “The only activity I did not like was having to grade when I was teaching some courses as an adjunct. It did not accomplish much other than satisfying university requirements.” There is an overall sense that the valuable activities of question 1 are not assessable, and that the least favorite activities are conducted because they have to be done. There is little sense that it is possible to assess the valued learner-centered activities and learning, or that assessment in general provides some valuable benefit for students. As this research and our understanding of interpreting processes goes forward, we clearly need to explore teacher’s perceptions of grading and assessment.

<4> Question 3: Are there other things you want to share about your teaching?

This question elicited more responses about teaching and learning philosophies, and reinforced the sometimes implied philosophies in the previous two sections. Of the 40 participants, 26 responded to this question. Of the responses, not all the comments were relevant to teaching philosophy. For example, Respondent #23 wrote: “I am really more interested in concerns that need to be addressed in establishing an ITP at a four-year institution.”

However, some took the opportunity to explicitly discuss their teaching philosophies. The most common thread expressed was that student-centered learning was the end goal-with critical thinking, an ability to continue learning after the teacher is gone, and ability to make decisions essential to the mastery of interpreting. Participant #3 writes:

I think that the most important thing for students to learn is critical thinking skills. We cannot attempt to provide an absolute model of what an interpreter can/should be; however, we need to instill in students an ability to think quickly, ...As the saying goes, you can give a person a fish or you can teach the person to fish.

Respondent #33 shared, “I believe that teaching is a discovery and problem solving process. Sheer fact information, while necessary, is not the optimal goal...Learning how to solve a problem is better than knowing a lot of answers.” These comments reflect a philosophy of student-centered learning that builds critical thinking, decision-making and self-assessment. The comments from these surveys indicate that educators recognize the value of learning-centered activities that lead the students to construct knowledge for themselves, learn to think critically, make decisions, and be able to assess themselves. Some participants demonstrate an explicit awareness of this philosophy, while others “know” it but are not articulating the reasons for the value. The ability to express this awareness is fundamental in an educator’s repertoire of teaching expertise. An essential part of this is the development of an understanding of assessment as a tool to measure growth, as opposed to simply satisfying institutional expectations.

The second study that informs this discussion analyzes input and data from an international online roundtable, “Teaching Interpreting: What Do We Need to Know?” This roundtable was held in February 2003. It was designed to collect input for this study by raising the questions and providing a forum for discussion. Experts in the field of interpreter education were identified through their own work in the field of educating interpreters and interpreting educators. Approximately 20 people were invited to submit papers in their areas of expertise, including deaf and hearing educators, ASL and interpreting educators, and US and international educators. Not all were able to submit papers in time for the roundtable, but all were supportive and interested in the topic. In addition, educators were invited to submit papers for discussion. A call for papers was distributed to a variety of email distribution lists in the hopes of contacting as many potential educators as possible. These include the list of CIT members, a list from Project TIEM.Online, which has been collecting and distributing distance information nationally and internationally (approximately 235 addresses), and a list distributed by Direct Learn, Inc, a British consulting firm that offers online learning and discussions on deafness and interpreting (approximately 7000 recipients world-wide). List members were encouraged to share the information regionally and locally. In all, 299 people registered for the Roundtable discussion.

Participants were able to read and discuss the ideas and concepts raised in the papers. Authors were online regularly to respond to and comment on topics and issues raised. The discussions were summarized. The papers, discussions and the summaries that were produced via the Roundtable discussion have been analyzed for input to this discussion.

<4> Topics of Discussion

The comments and questions raised in the papers and ensuing discussions return time and again to two common themes: critical thinking and participation of the Deaf community in all

aspects of interpreter education. Only discussions related to the first theme are discussed here. The second theme was infused throughout the discussions, and has been addressed in other chapters in this volume. As noted previously, this is an essential need in the development and implementation of interpreting programs, and therefore in the needs of interpreting educators. Further investigation about how this is being done, and can be done is essential. Throughout the discussions, participants stressed the need to bring deaf people and the Deaf community more deeply into the education of interpreters, emphasizing that students need to experience, interact with, and learn directly from those experiences. This recognition of the power of active student learning in comparison to a more passive, teacher-centered approach, comes out in the discussions of each paper, regardless of the topic. Examples of practicums, service learning, interacting with community groups all reinforce the underlying understanding that students need first and foremost, to learn through interactive, collaborative experiences with others. These are the types of student-centered learning activities that foster the development of critical thinking, decision-making and self-assessment that are essential to interpreting effectively and competently.

Of the eight papers that constituted the core of the discussions, six directly reflected the understanding that critical thinking is an essential core process that interpreters need to master. Each author discussed the need for this in relation to the topic they presented. Peterson, in his opening keynote, "Perspectives on Curriculum Making," discussed different approaches to curriculum design and the impact curriculum design can have on the ability of students and faculty to promote critical thinking, active interaction, and learning. He advocated the idea of curriculum as deliberation—an explicit focus on what all stakeholders believe important in the education of competent interpreters: critical thinking.

Responses to Peterson's paper reinforced the need for educators, both ASL teachers and interpreting educators, to develop a meta-awareness of their knowledge and skill before they can adequately teach it. The need for teachers to have critical thinking skills about their own teaching in order to develop these skills in their students was emphasized.

Gordon, in "Do Students Need to Fail to Succeed?" examined the traditional behaviorist model of assessing interpreting students, focusing on product rather than process and on dualistic labels of right and wrong. She advocated instead approaches that will lead students to self-assessment, constructing their own learning, and actively incorporating what they learn into a structured cohesive understanding of interpreting. She thus supported a philosophy of education that fosters "mindful growth."

The discussion about Gordon's paper emphasized again the traditional perspective of education that makes students fit the model or curriculum, an approach that places content above learning. The comments also implicitly raised the issue of guiding students to learn, as participants recognized that value of explicitly helping students to integrate each step of the process of interpreting, rather than simply telling them to do it because the course objectives state it and the grading requires it. Further discussion of Gordon's paper focused on teaching strategies that encourage student learning, while also recognizing that not only educators, but the academic culture itself, do not value student learning above scores on tests. Developing skills in self-assessment, critical analysis, and decision-making were emphasized repeatedly throughout this discussion, as was the critical need for educators to know how to develop these skills.

Winston posted an article by Forster (1993) that raised the basic questions of "What is teaching?" and "What is learning?," challenging participants to examine their own understandings of these ideas as they think about whether they are teaching at students or leading

students to learning. Responses to the Forester article again recognized and emphasized the need for interpreting educators to focus on student learning rather than teaching. Discussion continued around the need for educators to meet student needs, to provide opportunities for learning to occur, and to recognize the differing levels of growth in each student. Discussants also raised the question of the need to link curriculum design more effectively to support student learning goals, and to convince institutions to support more focus on higher order cognitive skills that are the basis for interpreting.

Cokely's keynote paper, "Curriculum Revision in the Twenty-First Century: Northeastern's Experience," described the curriculum reform undertaken at his program, one that analyzes types of discourse so that interpreting students think critically about the goals and functions of the participants, rather than on the setting, number of participants, and topic. Approaches that encourage underlying assessment of discourse rather than surface observable factors can lead students to thinking critically and to making effective decisions about their work. His approach also advocates helping the student make critical decisions about their work.

Discussion about Cokely's curriculum included a variety of topics, including teaching materials, valuing consecutive interpretation, and the underpinnings of the approach. It was noted that the approach reflects thinking and educational practices that are changing as we learn more about second language acquisition and cognitive processing. One thread in this discussion focused on educational interpreting and the growing focus in K-12 education on student learning, collaborative activities, and other approaches intended to stimulate critical thinking. It was suggested that unless educational interpreters also have these skills, they can neither recognize the goals and objectives of the activities, but they can not interpret them effectively either.

Swabey's paper, "Critical thinking and Writing to learn in ASL and Interpreter Education," directly addressed the need to develop critical thinking skills for interpreters. She articulated the sense that many educators (and institutions) have that time spent on developing critical thinking will detract from time spent on content. She advocated a focus on the process of developing critical thinking as an essential skill for all interpreters, noting that as students learn to think critically, they begin to assume responsibility for their own learning and analysis.

Swabey's paper elicited discussion supporting the use of writing to develop critical thinking skills for interpreters. Writing was reported to help students learn to organize, analyze, assess, and evaluate not only their own thinking, but also the thinking and subsequent text structure of discourse they will someday interpret. Discussants recognized the process of developing these skills as being highly related to the skills needed by competent interpreters.

Mindess presented arguments for focusing on intercultural communication in her paper, "Building a Firm Foundation: Intercultural Communication for Sign Language Interpreters." Her discussion of activities stress student action and practice emphasized the need for interpreters to be able to actively apply their critical thinking, decision-making, and assessment skills within the Deaf community and the multiple cultures within it. Simply presenting students with the facts and information related to such interactions is not enough.

Discussion about Mindess' paper recognized that interpreters need to be able to think critically and assess cultural interactions not only between deaf and hearing interactants, but also among the many cultural, ethnic, religious, and other groups with whom they work. It was also recognized that many white middle class interpreters do not adequately analyze their own culture, and end up learning about other cultures as oddities, something different from normal,

while never understanding that their own cultural beliefs, attitudes and experiences are also essential for understanding communication.

Although each paper and the ensuing discussions approached the question of what we need to know as interpreting educators from a different perspective, the need for student-learning rather than teacher “teaching” as the focus of educators was emphasized.

<3> Study 3. Focus Groups of Educators and Consumers

Both Study 1 and Study 2 were text and technology based. Face-to-face focus groups were planned in order to gather input for those who might not be comfortable with one or both. In order to address this, two focus groups were conducted. These were face-to-face and used American Sign Language as the language of communication.

<4> Data Collection-Focus Group 1: Focus group 1 was conducted at the ASLTA convention in Spring 2003. It was one of several concurrent workshops. Attendants were voluntary participants, having chosen to attend the discussion, “What Do Interpreting Educators Need to Know?” The group was scheduled for one hour, and approximately 30 people attended. It was not possible to determine exactly how many participants were deaf and how many hearing. However, many of the participants were known to the researcher and to others in the room, and it appeared that participants were evenly divided between hearing and deaf people.

After an opening presentation by the researcher about her own background and connections to the Deaf community and interpreting, the history and background of the questions being asked, the information and input that had been collected up to that point, and the goals of the hoped for discussion, participants were asked to think individually about what interpreting educators need to know and were invited to make written notes on cards if they wanted. They

were then asked to group themselves into small groups of 3-5 people to share their ideas and discuss the ideas of others in the group. Finally, participants came together again in the large group to report about what their groups had discussed. The researcher took notes as the participants reported, writing the ideas on an overhead and verifying that her note reflected the intention of the participant. After the discussion closed, participants were invited to leave their written notes.

<5> Discussion of Input: Input from this group raised the parallel threads of previous input— involving deaf educators in the interpreting curriculum and process and developing higher order cognitive skills. The majority of this discussion was on the first topic, integrating and infusing Deaf culture, and deaf input into interpreting education. Participants discussed the need for interpreters to interact in the Deaf community, to learn how to effectively assess their work, the context of their work, and to understand the people they work were all stressed. Participants also stressed the need for more materials and information that would support teachers who are working in interpreting. The belief that deaf educators are not widely teaching interpreting, and often do not know how to become involved in academic programs was raised as a concern of many participants. Each of these areas supports the belief that critical thinking is essential for interpreters and for those who participate in their education.

<4> Data Collection-Focus Group 2: Focus group two had 16 participants. 11 of the participants were identified and invited based on their current participation in learning and teaching of interpreting, research that focuses on student learning, and involvement of deaf faculty. This group was invited to attend a 2 day meeting with a group of 5 interpreting faculty who wanted to revise their own curriculum to incorporate the most effective approaches to interpreting education. Of the 16 participants, three were deaf and 13 were hearing.

Prior to the face-to-face meeting each participant contributed a paper, article, or document about their individual focus during the meeting. These written texts were posted in an online conference area, and each participant was expected to read all the postings before arriving at the meeting.

At the face-to-face meeting, a set of questions was offered to the participants, with the understanding that other questions, approaches and topics were welcome instead. The original questions were: 1) what is the difference between a BA and an MA program in sign language interpreting? 2) what are entry and exit level skills for those programs? and 3) What are the requirements for interpreting faculty in general? The group focused on one question at a time, for approximately 1.5-2 hours. For each discussion period, the participants divided into four groups, discussed the topic, and returned at the end of each period to report back to the larger group. Notetakers were chosen in each group, and the notes were later typed up for dissemination to the group.

<5> Discussion of Input: The discussions focused on the general questions of this chapter: what do interpreters need to know and what do faculty needs to know. Discussion about to the first two questions (what is the difference between a BA and an MA program, and what are entry and exit level skills) resulted in two threads of discussion-specific needs and underlying competencies. The specific needs reflected and expanded on existing information, such as the CIT Task Analysis (Members, 1984a & b), the CIT Standards (Conference, 1995), and the Teaching Interpreting Curriculum (Baker-Shenk, 1990). The participants emphasized that the fundamental requirement for students entering interpreting programs is cultural and communicative competency in each language they will work in. Entering students must already be able to use their skills for critical thinking and self-assessment of those language skills. Thus,

they should be able to analyze their own languages and be able to understand what they are doing with it. Likewise, they must be able to think critically about deaf/hearing and other multicultural interactions from a participant's perspective on entry, expanding those critical thinking skills to apply to interpreting contexts throughout their interpreting program. As one group wrote: exiting students must be "Mature-able to reflect on their experiences [as an interpreter]. All four groups also emphasized repeatedly the need for focus on community interaction with service learning, practica, or other interaction being essential. They all expressed the importance of graduating students knowing their own abilities and being able to critically assess which interpreting settings were appropriate for them to work in. And they emphasized the need for exiting students to be able to focus on meaning; for several that meant adding much more translation or consecutive interpretation activities into interpreting programs. All four groups listed the ability to demonstrate students' abilities to think, judge, and assess in some way-either through a portfolio or through other assessment approaches that demonstrate their skills as essential skills at graduation from a program.

The third question was most directly relevant to this project, asking: What are the requirements for interpreting faculty? The input from all groups served to reinforce the content domains described by previous studies and groups. Educators need to be bilingual, experienced interpreters, experienced educators, and hold some type of advanced degrees. Interspersed with the content areas knowledge and skills needed as interpreters, they also emphasized the need for educators to understand adult education, student-learning approaches, an ability to foster critical thinking and self-assessment, decision making. One thing that each group included was an ability to conduct and to read and understand research findings of others. This need reflects the epitome of critical thinking, decision making and self-assessment- this is what research is all about.

<1> Summary and Conclusions

This chapter examined the question: What do interpreting educators need to know how to do in order to foster the development of competent interpreters? The question is really two-fold- in order to answer it, we must answer both its parts:

- what do competent interpreters need to know how to do?
- And what do educators need to know how to do to develop that competence?

The existing literature and the data reveal what a few already know, and what many more need to learn about and bring to their students. Documentation of the domains of knowledge and observable skills is available. The task analysis of 20 years ago at CIT, the Western Maryland TIP curriculum of 1990, and the current CIT Educational Standards, provide guidelines for these. Missing from these is an explicit focus on developing the underlying processes for critical thinking, decision-making and self assessment as the core, foundational processes that interpreters must develop and that interpreting educators must learn how to develop in interpreting students.

The frequent focus on content in courses, on the “things” that educators believe need to be taught, has led many to panic and back-peddle when students are allowed to enter interpreting programs without pre-requisite language and critical-thinking skills. The allotted educational time during programs is often spent bringing interpreting students up to minimum expectations of language performance, and instilling basic information about the field instead of on developing more complex interpreting skills and processes. Educators may try hard to help students develop these; some try to provide learning opportunities that develop decision making and self-assessment skills. But these goals are often not reached because so much time must be

spent building foundational language skills that should be pre-requisite to entry. When push comes to shove, the interpreting students must pass a test, get an A on a True/false exam, and spew correct answers on tests. Many educators believe that it is required by the system. Even workshop presenters reflect this attitude, expressing relief that they don't have to worry about "that", they just work with students.

What needs to be made explicit is the understanding that critical thinking, decision-making, and self-assessment underlie competency in all areas of competent interpreting. Content, specific texts and settings are the areas where these abilities need to be applied. Educators need to understand how to develop these skills and processes in interpreting students. This research indicates that many have that "gut-feeling." Now it is important for educators to de-mystify that gut-feeling, and actively apply this understanding to the teaching and development of competent interpreters.

One goal of this volume is to consider how interpreting educators' needs apply to interpreting and interpreters in education. What are the implications for interpreted educations? Simply put, if educators are not helping interpreters develop their own sense of learning, of critical thinking, and of life-long learning, and if educators are not demanding that interpreters be able to apply those processes across all knowledge and skill domains of interpreting, then interpreting educators are failing the deaf students in the classroom who ultimately depend on those interpreters. Most observers in the field believe that the least experienced interpreters usually go into K-12 interpreting. The standards for those interpreters in the K-12 setting are low, when they are not lacking completely (Jones, in press; Schick & Williams, in press; Winston, 2004). While the expected competence and standards may be higher for post-secondary interpreting, many beginning interpreters do not have adequate processing skills, are unable or

unwilling to assess situations, make decisions, and then assess their own work, and may not be adequately competent in assessing the skills and abilities they need to accept or turn down assignments (Jones, in press; Jones, Clark & Soltz, 1997; Schick, 1999; Yarger, 2001). Hearing students in the ideal classroom are learning how to construct knowledge, how to make learning their own, and to critically self-assess. If the interpreters mediating between the teacher and the deaf student are not knowledgeable about these processes, they cannot effectively interpret them. Educators who place a primary focus on content, fact, hand movement and correct grammar instead of on helping interpreters learn to develop the underlying essential processes are failing both the interpreters and the deaf students whose interpreted educations are inadequate and incomplete.

If interpreting education is to lead interpreters to competence, there are several implications for prerequisite skills. Incoming students must be competent in each language before entering an interpreting program and must be able to demonstrate critical thinking skills, decision-making, and self-assessment skills using each of the languages or communication modes they intend to use as working languages or modes. Educators must insist that incoming students demonstrate higher order skills in each language. If this means saying “no” to open door policies, so be it. Educators cannot support the illusion that students can learn both language and interpreting in two years and at the same time. When potential interpreters enter interpreting programs, they must be ready to build on pre-existing language skills in order to develop the complex competencies needed for interpreting. If existing programs are not allowed to require sufficient requisite language skills, they need to seriously consider the quality and competence of the graduates they are sending to the community.

Interpreters graduating from programs need to demonstrate consistent competence in the application of critical thinking, decision making, and self-assessment in each domain of interpreting. Mastery of knowledge, remembering and understanding are essential foundations for critical thinking. But we must demand that this knowledge and understanding be developed into critical thinking throughout every activity, workshop, course, and curriculum. Activities that begin with memory must still explicitly lead to critical thinking. Activities that focus on text analysis must lead students to learning about the text, constructing their own knowledge, and making effective decisions about that text. Simply telling students what is or is not working through one-way diagnostic work is not enough. Giving students activities that are graded by the teacher without giving them the opportunity to learn from and through the assessment defeats the purpose of education. Equally important, interpreting education needs to bring the Deaf community into the academic education that is currently the norm. Competent interpreters need to think critically, make decisions and assess the consequences of their work within the context of the Deaf community. They need to understand how interpreting affects the many differing cultures within and without the Deaf community, and must be culturally and communicatively competent.

In spite of years of teaching interpreting, in spite of curriculum changes, in spite of a recognized failure to adequately educate interpreters, we continue to do what we do. We accept students into interpreting programs because we are told to, ignoring evidence that it does not result in competent interpreters. We graduate students into the community, acknowledging that they are not qualified, that there is a gap, and that they need at least a year or two to achieve “entry level” competence. We recognize that we are barely able to teach them the facts, when what we need are interpreters who can go far beyond the facts, who can go beyond the most

simple cognitive skills of remembering and understanding. We recognize that we do not provide enough relevant opportunities for the Deaf community to influence our work, nor do we provide enough relevant opportunities for interpreting students to learn through and from the Deaf community. Interpreters need to be able to apply the facts they remember, they need to analyze the situations and interactions they encounter, they need to evaluate the effectiveness of their work, and they need to create an ongoing cycle of learning, critical thinking, and self-assessment that continues throughout their careers. Interpreting educators need to focus on leading students toward developing these essential processes. And, interpreting education must be intertwined with the input of the Deaf community in order to succeed.

<1> References

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *Taxonomy of learning, teaching, and assessment*. New York: Longman.
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd. ed.). San Francisco: Jossey-Bass.
- ASLTA. (No Date). *Evaluation and certification system for ASL teachers*. Retrieved Feb. 1, 2004, from www.aslta.org
- Baker-Shenk, C. (1990). *Model curriculum for teachers of American Sign Language and teachers of ASL/English interpreting*. Retrieved Jan. 15, 2004, from http://www.asl.neu.edu/tiem.online/curriculum_baker-shenk.pdf
- Bloom Website. (no date). *Benjamin Bloom*. Retrieved Feb.1, 2004, from <http://www.ittheory.com/bloom1.htm>
- Bloom, B. S., & and Others. (1956). Taxonomy of educational objectives. *Cognitive Domain, 1*
- Boud, D. (1995). *Enhancing learning through self-assessment*. Philadelphia: Kogan Page.
- Cogen, C., Monikowski, C., Peterson, R., & Winston, E. A. (2002). Survey for interpreting and ASL educators. Unpublished Document.
- Cokely, D. (2003). Curriculum revision in the twenty first century: Northeastern's experience. In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Colonomos, B. (1992). Processes in interpreting and transliterating: Making them work for you. Westminster, CO: Front Range Community College.

Conference of Interpreter Trainers. (1995). *National interpreter education standards*. Retrieved September 20, 2003, from <http://www.cit-asl.org/standard.html>

Daniels, H. (Ed.). (2000). *An introduction to Vygotsky*. New York: Routledge.

Davis, J. E. (2000). Translation techniques in interpreter education. In C. B. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 109-131). Washington, DC: Gallaudet University Press.

Dean, R. K. & Pollard, R. Q. (2001). Application of demand-control theory to sign language interpreting: Implications for stress and interpreter training. *Journal of Deaf Studies and Deaf Education*, 6(1), 1-14.

Dean, R. K., & Robert Q Pollard, J. (this volume). Consumers and service effectiveness in interpreting work: A demand-control schema perspective. In M. Marschark, R. Peterson & E. A. Winston (Eds.), *Educational interpreting and interpreting education*. New York: Oxford University Press.

Dean, R. K., Pollard, R. Q, Griffin, M. & Davis, J. (2002). Reforming Interpreter Education: A Practice-Profession Approach; Year One Progress Report. Presentation at the biennial meeting of the Conference of Interpreter Trainers, Minneapolis, MN.

Directory of Membership. (2001-2002). Conference of Interpreter Trainers.

Forster, A. (1993). What is teaching; what is learning. In Professional Development Program in Distance Education (Ed.), *Learning at a distance* (pp. 21-41). Madison, WI: University of Wisconsin.

- Gish, S. (1984). Goal-to-detail and detail-to-goal. In M. L. McIntire (Ed.), *New dimensions in interpreter education: task analysis - theory and application. Proceedings of the 5th national convention, Conference of Interpreter Trainers*: RID Publications.
- Gordon, P. (2003). Do students have to fail to succeed? In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>.
- Humphrey, J. H. (2000). Portfolios: One answer to the challenge of assessment and the "readiness to work" gap. In C. B. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 153-175). Washington, DC: Gallaudet University Press.
- Jones, B. E. (in press). Competencies of K-12 educational interpreters: What we need versus what we have. In E. A. Winston (Ed.), *Educational interpreting: Why it fails*. Gallaudet University Press.
- Jones, B. E., Clark, G. M., & Soltz, D. F. (1997). Characteristics and practices of sign language interpreters in inclusive education programs. *Exceptional Children*, 63(2), 257-268.
- Malcolm, K. (2003). Specific needs of teachers and presenters. In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Marzano, R. J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press, Inc.
- Members of Conference of Interpreter Trainers. (1984a). Task analysis of interpretation and response. In M. L. McIntire (Ed.), *New dimensions in interpreter education: Task analysis-theory and application*. (pp. 29-69). Asilomar, California: RID Publications.

- Members of Conference of Interpreter Trainers. (1984b). Task analysis of transliteration and response. In M. L. McIntire (Ed.), *New dimensions in interpreter education: Task analysis-theory and application*. (pp. 70-102). Asilomar, California: RID Publications.
- Metzger, M. (2000). Interactive role-plays as a teaching strategy. In C. B. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 83-108). Washington, DC: Gallaudet University Press.
- Mindess, A. (2003). Building a firm foundation: Intercultural communication for sign language interpreters. In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Monikowski, C., & Peterson, R. (2003). Service learning in interpreter education programs. In *Project TIEM. Online Roundtable*. Retrieved from Archived Roundtables: <http://208.185.149.218/>.
- Monikowski, C., & Winston, E. A. (2003). Interpreters and interpreter education. In M. Marschark & P. E. Spencer (Eds.), *Oxford Handbook of deaf studies, language, and education*. New York: Oxford University Press.
- Napier, J. (2003). An innovative approach to teaching sign language interpreters. In E. A. Winston (Ed.), *What do teachers need to know to teach interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Patrie, C. J. (1994). The "readiness to work gap". In E. A. Winston (Ed.), *Mapping our course: A collaborative venture. Proceedings of the tenth national convention of interpreter trainers*. (pp. 53-56). Charlotte, North Carolina: Conference of Interpreter Trainers.

- Peterson, R. (2000). Metacognition and recall protocols in the interpreting classroom. In C. B. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 132-152). Washington, DC: Gallaudet University Press.
- Peterson, R. (2003). Perspectives on curriculum making. In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Pollitt, K. (2000). Critical linguistic and cultural awareness: Essential tools in the interpreter's kit bag. In C. B. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 67-82). Washington, DC: Gallaudet University Press.
- Registry of Interpreters for the Deaf. (no date). *List of Interpreter Training Programs*. Retrieved March 3, 2004, from <http://filemaker.rid.org/FMPro>
- Roy, C. B. (Ed.). (2000). *Innovative practices for teaching sign language interpreters*. Washington, D.C.: Gallaudet University Press.
- Schick, B., Williams, K., & Bolster, L. (1999). Skill levels of educational interpreters working in public schools. *Journal of Deaf Studies and Deaf Education*, 4(2), 144-155.
- Swabey, L. (2003). Critical thinking and writing-to-learn in ASL and interpreter education. In E. A. Winston (Ed.), *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Synthesis of Deaf Education Laws. (No Date). *What laws influenced the current early intervention laws?* Retrieved Jan. 14, 2004, from <http://www.deafed.net/PublishedDocs/9807pbb.html>

- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Winston, E. A. (Ed.). (2003). *What do teachers need to know about teaching interpreting?* Northeastern University: Project TIEM. Online Roundtables retrieved from <http://208.185.149.218/>, Archived Roundtables.
- Winston, E. A. (2004). *Language myths of an interpreted education*. Paper presented at the Supporting Deaf People, Online Conference at <http://208.185.150.197/>.
- Winston, E. A., & Monikowski, C. (2000). Discourse mapping: Developing textual coherence skills in interpreters. In C. Roy (Ed.), *Innovative practices for teaching sign language interpreters* (pp. 15-66). Washington: Gallaudet University Press.
- Winston, E. A., & Monikowski, C. (in press). Translation: The gps of discourse mapping. In C. Roy (Ed.), *Innovative Practices for Teaching Sign Language Interpreters* (Vol. 2). Washington, DC: Gallaudet University Press.
- Yarger, C. C. (2001). Educational interpreting: Understanding the rural experience. *American Annals of the Deaf*, 146(1), 16-30.

¹ There is no real evidence that hearing educators can do that, either. Many who evaluate effective interpretations attend to only one message at a time; comparing the meaning dynamics sequentially. An important direction for future research is investigating the effectiveness of on-site assessment of interpreting quality compared to studied assessment after-the-fact.

² Public discussions in the past have often been ignored unless reported in writing. With the advent of electronic online discussion formats, the presentations and discussions survive to document the topics and trends of these discussions. These discussions have the advantage, as well, of providing a forum for international input, from a broad spectrum of participants. Some recent examples include the “What do Interpreting Educators Need to Know to Teach Interpreting?”, “Mentoring,” “Service Learning in Interpreting Education,” sponsored by Project TIEM. Online, and the “Supporting Deaf People,” conferences sponsored by Direct Learn, Inc.

⁴ Although the dates for Colonomos and Gish may appear to indicate that Gish’ work occurred first, in fact, Colonomos presented her work much earlier. The 1992 date is the first published version of her work presented and distributed in the field.

⁵ Although the response rate was low, the results were informative. More information about how advertising for participants was conducted is reported in the next section, which reports specifically on the Roundtable discussions.

⁶ Question 3, about course-wide evaluation, did not elicit information directed to the more narrow focus of this study.