

## Effective Practices for Teaching Interpreting: Domains and Competencies

### Brief History and Process of Curriculum Project

In 2000, Project TIEM.Online, directed by Dr. Betsy Winston, received a Department of Education grant (#H160C030001). One major goal of that grant was to investigate, and design, and implement a curriculum for teaching teachers how to teach interpreting. The first step was researching existing and current practices and curricula for teaching teachers. Key documents and curricula were reviewed, including the curriculum from the Western Maryland TIP model curriculum, published in 1990. <sup>[1]</sup> Key documents in the interpreting field, such as the CIT Task Analysis (1984), <sup>[2]</sup> the CIT National Education Standards (1995), <sup>[3]</sup> and the ASLTA Certification Procedures and Standards (1996). <sup>[4]</sup> and research about teaching teachers in the broader context of post-secondary education were reviewed. Interviews were held with a variety of curriculum and content experts, and surveys, focus groups and discussions also informed the design of the Effective Practices in Teaching Interpreting: Domains and Competencies, presented here.

Step by step, the process of design and development was:

1. Review of existing literature and information.
2. Stakeholder discussions, including interpreters, educators, consumers in a variety of settings.
3. Interviews with key experts. <sup>[5]</sup>

From that research and design, a set of domains and competencies for a teaching program was developed. A 3-stage formative evaluation process of those domains and competencies was designed.

3-stage Formative Evaluation:

- Stage 1: Content and Curriculum Expert review and input
- Stage 2: Targeted Stakeholder input
- Stage 3: Broad Stakeholder input

Stage 1 was completed in 2004. The original domains and competencies were revised based on the input received in Stage 1 from content and curriculum experts.

Stage 2 of the evaluation was completed Oct. 30, 2004. At that stage, input from and comment from 3 targeted groups of stakeholders was gathered. The targeted groups were:

1. Experienced interpreting educators (Deaf and hearing): 3 or more years of post-secondary teaching or workshop presentations (at least half-time);
2. Novice interpreting educators (Deaf and hearing): less than 3 years of half-time experience;
3. Potential/future interpreting educators (Deaf and hearing): little to no experience teaching interpreting .

Stage 3: Broad stakeholder input was gathered via a national online Roundtable, originally scheduled for November 1-15, 2004. Open to anyone interested in participating, the goal was to collect input from the broader field of stakeholders. The input at each stage informed revisions of the domains and competencies. The original Roundtable discussion period was extended from November 2004 through March 2005 to allow for more widespread input. The Domains and Competencies were recognized by the Department of Education Rehabilitation Services Administration (RSA) as the model of effective practices to be followed in the education of interpreting educators for grant funding by RSA.

The domains and competencies were incorporated into the Masters of Interpreting Pedagogy program, established in the ASL program at Northeastern University in 2005. They form the foundation for the design, development, delivery, and assessment of that curriculum.

This project, and the resulting product, could not have been accomplished without the help of many people. I want to thank all the participants of the discussions and workshops held for this purpose, and all the many interpreters, educators and mentors I have learned from through the years. Special thanks to the many, many people who contributed to previous work on four important documents: The CIT Task Analysis (1984), the Western Maryland College Model Curriculum (1990), the CIT National Educational Standards (1995), and the ASLTA Certification Procedures and Standards (1996).

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Domains & Competencies

Core Domains: General Teaching Domains and Competencies

Domain 1: Teaching and Learning Interpreting

Domain 2: Instructional Design

Domain 3: Assessment and Evaluation

Domain 4: Research

Domain 5: Mentoring

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

Updated: November, 2006

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.

Domains/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
Professionalism in the Academy			
Teaching & Learning	<p>CD-1. Compare and contrast various conceptual frameworks and research related to post-secondary teaching &amp; learning</p> <p>CD-2. Evaluate the implications of adult learning theory in post-secondary teaching and learning</p> <p>CD-3. Assess the infusion of multicultural competencies in teaching and learning practices</p> <p>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.)</p> <p>CD-5. Explore the dynamics of classroom management styles</p> <p>CD-6. Discuss the values of collegiality, peer feedback, professionalism, and ethical practices in the role of teacher</p>	<p>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</p>	<p>CD-8. Reflect on the effectiveness of the teaching practice</p>
Instructional Design	<p>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</p>	<p>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</p> <p>CD-11. Design courses, lessons, assessments, and research that explore a variety of teaching and learning practices</p>	<p>CD-12. Reflect on the effectiveness of own design strategies and approaches</p>
Assessment & Evaluation	<p>CD-13. Compare and contrast evolving and alternative approaches to assessment and evaluation in post-secondary teaching and learning</p> <p>CD-14. Determine appropriate assessment and evaluation approaches for programs, courses, and specific activities</p>	<p>CD-15. Assess student learning in a variety of programs, courses, and activities</p> <p>CD-16. Assess assessment and evaluation approaches used for assessment and evaluation</p>	<p>CD-17. Reflect on the effectiveness of own assessment approaches and strategies</p>
Research	<p>CD-18. Discuss evolving concepts and theories of research and research design in post-secondary education</p> <p>CD-19. Evaluate research findings in education</p> <p>CD-20. Prepare a research proposal</p>	<p>CD-21. Conduct and report on a research project</p> <p>CD-22. Disseminate the findings of the research project to professional audiences</p>	<p>CD-23. Reflect on the effectiveness of the research and dissemination</p>
Peer Mentoring	<p>CD-24. Discuss evolving theories and approaches to mentoring and to peer mentoring, especially in academia</p> <p>CD-25. Evaluate peer mentoring plans that reflect these approaches</p> <p>CD-26. Prepare a peer mentoring proposal</p>	<p>CD-27. Implement a peer mentoring project</p>	<p>CD-28. Reflect on the effectiveness of the peer mentoring project</p>

[back to top](#)

**Domain 1: Teaching and Learning Interpreting**

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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.

Domain/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
Teaching & Learning			
Content	<p>1-1. Discuss the content information needed for educating interpreters as defined by the field</p> <p>1-2. Relate the content discussed to the purposes for including it, including:</p> <ul style="list-style-type: none"> <li>• Professionalism, ethics, technology, multicultural communicative competencies,</li> <li>• interpreting content such as educational, medical, legal, deaf-blind, etc (see CIT Standards)</li> <li>• f2f and distance</li> </ul> <p>1-3. Analyze approaches of teaching and mentoring in interpreting education</p>	<p>1-4. Teach content that encourages critical thinking and analysis by students</p>	<p>1-5. Reflect on the effectiveness of your teaching practice</p>
Language & Literacy	<p>1-6. Explore the relevance of 1 st language competence and fluency for effective interpreting</p> <p>1-7. Discuss the relevance 2 nd language competence and fluency for effective interpreting</p> <p>1-8. Differentiate between language and interpreting skills</p> <p>1-9. Analyze the relationship of language skills and interpreting skills</p> <p>1-10. Discuss relevance of multicultural communicative competencies and knowledge for this topic</p>	<p>1-11. Teach the lesson re: language acquisition</p>	<p>1-12. Reflect on the effectiveness of your teaching practice</p>
Language: Discourse Analysis	<p>1-13. Discuss the relevance of discourse analysis knowledge for effective interpreting</p> <p>1-14. Discuss the relation of discourse analysis to interpreting and communication</p> <p>1-15. Analyze the sociolinguistic impact of language on a community</p> <p>1-16. Analyze the sociolinguistic impact of language on a consumer</p> <p>1-17. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic</p>	<p>1-18. Teach: discourse analysis in interpreting</p>	<p>1-19. Reflect on the effectiveness of your teaching practice</p>
Interpreting	<p>1-20. Explore the moral, professional, and ethical implications of interpreting in multicultural settings</p> <p>1-21. Explore the history, philosophies, trends of interpreting (e.g. process models of Seleskovitch, Cokely, Colonomos, interactive approaches of Roy, Wadensjo)</p> <p>1-22. Analyze the skills and competencies needed by interpreters</p> <p>1-23. Explain the following concepts as</p>	<p>1-26. Teach lessons</p>	<p>1-27. Reflect on the effectiveness of your teaching practice</p>

	<p>they relate to interpreting:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• translation</li> <li>• consecutive interpreting</li> <li>• simultaneous interpreting</li> </ul> <p>1-24. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic</p> <p>1-25. Elaborate on the progression of learning interpreting</p>		
<p>Assessment &amp; Evaluation</p> <p>(This section overlaps with 3. Assessment and Evaluation)</p>	<p>1-28. Analyze theories of assessment in interpreting</p> <p>1-29. Analyze theories of evaluation in interpreting</p> <p>1-30. Apply a variety of assessment approaches in interpreting</p> <p>1-31. Explore a variety of evaluation approaches in interpreting</p> <p>1-32. Compare and contrast assessment approaches with knowledge and skills to be assessed</p> <p>1-33. Appraise the value of teaching interpreting assessment skills to interpreters</p> <p>1-34. Distinguish between types of skills assessment: full diagnostic; on-going learning; identification of problems only</p> <p>1-35. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic</p> <p>1-36. Explore the ways that assessment and evaluation impacts feedback approaches</p>	<p>1-37. Teach this lesson</p>	<p>1-38. Reflect on the effectiveness of your teaching practice</p>
<p>Feedback</p>	<p>1-39. Categorize approaches to feedback (neg/wrong only; destructive/constructive)</p> <p>1-40. Analyze the importance of feedback</p> <p>1-41. Compare and contrast the value of and impact of various approaches</p> <p>1-42. Elaborate on the relevance of multicultural communicative competencies and knowledge for this topic</p>	<p>1-43. Teach student-centered lessons that focus on feedback</p> <p>1-44. Practice giving student-centered feedback</p>	<p>1-45. Reflect on the effectiveness of your teaching practice</p> <p>1-46. Reflect on your feedback skills</p>
<p>Reflective Learning</p> <p>(Critical Thinking)</p>	<p>1-47. Debate the value of encouraging reflective learning in interpreting students</p> <p>1-48. Identify and evaluate approaches that encourage self-reflection in learning and practicing interpreting</p> <p>1-49. Discuss relevance of multicultural communicative competencies and knowledge for this topic</p>	<p>1-50. Teach students to reflect on their learning and work</p>	<p>1-51. Reflect on the effectiveness of your teaching practice</p> <p>1-52. Appraise the benefit of self-reflection by the teacher</p>

[back to top](#)

**Domain 2: Instructional Design**

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NOTE: In this domain examples of the Self-Assessment activity are provided.

Domain/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
<p>Instructional Design</p> <p>Content</p>	<p>2-1. Synthesize theories of instructional design related to content teaching and activities of interpreting</p> <p>2-2. Appraise the value of active learning approaches in interpreting education</p>	<p>2-4. Design, prepare, and justify a variety of teaching approaches for teaching specific competencies integral to interpreting content</p> <p>2-5. Design, prepare, and justify a variety of teaching approaches for teaching</p>	<p>2-9. Reflect on the effectiveness of your design e.g. Compare and contrast the design of your course with the designs of a colleague</p>

	2-3. Explore the potential of designing action research into courses	competencies related to specialized fields 2-6. Design, prepare, and justify learning environments that promote active learning 2-7. Design, prepare, and justify learning environments that incorporate action research 2-8. Create and justify assessments of these teaching activities	
Language & Literacy	2-10. Demonstrate familiarity with theories of design related to teaching language 2-11. Explore language and literacy issues that affect instructional design	2-12. 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 2-13. Create and justify assessments of these lessons	2-14. 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	2-15. Synthesize theories of design related to teaching discourse analysis	2-16. Design, prepare, and justify a variety of lessons that demonstrate the centrality of discourse to interpreting education 2-17. Create and justify assessments of these lessons	2-18. Reflect on the effectiveness of your design e.g. <i>Compare the design of discourse mapping in your instruction with its use by colleagues</i>
Interpreting	2-19. Test theories of design related to teaching interpreting	2-20. 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"><li>• meaning</li><li>• translation</li><li>• consecutive interpreting</li><li>• simultaneous interpreting</li></ul> 2-23. Create and justify assessments of these lessons	2-24. Reflect on the effectiveness of your design e.g. <i>Prepare a portfolio of lessons demonstrating and justifying your work</i>
Assessment	2-25. Synthesize theories of design related to teaching assessment to interpreting students	2-26. Design, prepare and justify a variety of lessons to teach students how to assess and self-assess interpreting 2-27. Design, prepare and justify a variety of assessment approaches for an overall program 2-28. Design, prepare, and justify assessment approaches for individual courses 2-29. Design, prepare and justify assessment approaches for specific lessons, including both skills and knowledge	2-30. Reflect on the effectiveness of your design e.g. <i>Create an assessment plan for a full semester course</i>
Feedback	2-31. Explore theories of design related to teaching feedback to interpreting students 2-32. Evaluate the design of activities that foster feedback 2-33. Evaluate an overall plan for designing activities for teaching feedback	2-34. Design, prepare and justify activities that teach interpreting students how to provide constructive feedback 2-35. Design, prepare and justify assessments of these activities 2-36. Design, prepare and justify assessments of your own feedback	2-37. Reflect on the effectiveness of your design e.g. <i>Prepare a formative evaluation of your feedback approach</i>
Reflection	2-38. Integrate theories of design related to teaching self-reflection to interpreting students	2-39. Design, prepare and justify activities that encourage self-reflection by students 2-40. Design, prepare and justify self-reflective approaches to teaching 2-41. Design, prepare and justify assessments of these activities	2-42. Reflect on the effectiveness of your design e.g. <i>Explore revisions to your approaches based on implementing these activities</i>

[back to top](#)

**Domain 3: Assessment and Evaluation**  
Updated November 2006

Domain/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
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Assessment and Evaluation			
Content	<p>3-1. Explore the purpose and practice of assessment</p> <p>3-2. Explore the purpose and practice of evaluation</p> <p>3-3. Differentiate between assessment activities and evaluation activities</p> <p>3-4. Assess various approaches to assessment of content in interpreting</p> <p>3-5. Evaluate various approaches to evaluation of content areas</p>	<p>3-6. Assess student learning of content areas</p> <p>3-7. Evaluate student learning of content areas</p> <p>3-8. Communicate results of assessment in ways that foster on-going learning for each assessment and evaluation performed in this domain</p>	<p>3-9. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. <i>Evaluate an assessment approach you have developed</i></p>
Language & Literacy	<p>3-10. Explore the assessment of 1st language abilities and proficiencies</p> <p>3-11. Explore the assessment of 2nd language abilities and proficiencies</p> <p>3-12. Elaborate on the relevance of assessment of language skills for educating interpreters</p>	<p>3-13. Assess student language</p> <p>3-14. Communicate results of assessment in ways that foster on-going learning</p>	<p>3-15. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. Create review of language assessments for student interpreters</p>
Language: Discourse Analysis	<p>3-16. Explain discourse analysis as a form of assessment</p> <p>3-17. Explore assessment approaches for discourse analysis activities</p>	<p>3-18. Assess student learning of discourse analysis</p> <p>3-19. Communicate results of assessment in ways that foster on-going learning</p>	<p>3-20. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. <i>Your suggestions are welcome!</i></p>
Interpreting	<p>3-21. Explore approaches to assessing interpreting knowledge: the history, philosophies, trends of interpreting</p> <p>3-22. Evaluate approaches to assessing interpreting skills, including:</p> <ul style="list-style-type: none"> <li>• Foundational skills</li> <li>• Translation</li> <li>• Consecutive interpreting</li> <li>• Simultaneous interpreting</li> </ul> <p>3-23. Evaluate assessment plans intended to evaluate interpreting progress through a program</p> <p>3-24. Compare and contrast various assessment instruments in use in the field</p> <p>3-25. Differentiate between assessment and evaluation of interpreting skills</p>	<p>3-26. Assess student learning of interpreting</p> <p>3-27. Communicate results of assessment in ways that foster on-going learning</p>	<p>3-28. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. <i>Your suggestions are welcome!</i></p>
Assessment	<p>3-29. Explore theories of assessing assessments and evaluating evaluations in interpreting</p> <p>3-30. Identify and evaluate assessment approaches for interpreting</p> <p>3-31. Compare and contrast assessment approaches with knowledge and skills to be assessed</p> <p>3-32. Appraise the value of teaching interpreting assessment skills to interpreters</p> <p>3-33. Differentiate between types of skills assessment: full diagnostic; on-going learning; identification of problems only;</p> <p>3-34. Compare and contrast approaches to interpreting skills assessment</p> <p>3-35. Explore approaches to assessing one's own work</p>	<p>3-36. Assess student learning of assessment/self-assessment</p> <p>3-37. Communicate results of assessment in ways that foster on-going learning</p>	<p>3-38. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. <i>Your suggestions are welcome!</i></p>
Feedback	<p>3-39. Discuss the importance of assessing feedback approaches</p> <p>3-40. Evaluate approaches to assessing feedback (neg/wrong only; destructive/constructive)</p> <p>3-41. Evaluate the value of and impact of various approaches</p>	<p>3-42. Assess student mastery of feedback skills</p> <p>3-43. Communicate results of assessment in ways that foster on-going learning</p> <p>3-44. Assess own feedback skills</p>	<p>3-45. For each competency listed in this domain, reflect on the effectiveness of you assessments and evaluations e.g. Evaluate your approaches to feedback</p>

Reflection	<p>3-46. Explain the value of assessing self-reflection for educating interpreters</p> <p>3-47. Evaluate approaches that assess self-reflection in learning</p> <p>3-48. Elaborate on approaches that evaluate self-reflection of teaching skills</p>	<p>3-49. Assess reflection skills of students</p> <p>3-50. Communicate results of assessment in ways that foster on-going learning</p> <p>3-51. Assess own teaching</p>	<p>3-52. For each competency listed in this domain, reflect on the effectiveness of your assessments and evaluations e.g. <i>Your suggestions are welcome!</i></p>
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[back to top](#)

**Domain 4: Research**

Updated: November 2006

Domain/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
Research			
<p>Research related to Teaching and Learning, Instructional Design, Assessment and Evaluation, Research, Peer mentoring related to the sub-domains of:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Language: Literacy</li> <li>• Language: Discourse Analysis</li> <li>• Interpreting</li> <li>• Assessment</li> <li>• Feedback</li> <li>• Reflection</li> </ul>	<p>4-1. Explore and evaluate research relevant to the domains and sub-domains of the program (general teaching and learning theories)</p> <p>4-2. Differentiate between qualitative, quantitative, and action research</p> <p>4-3. Compare and contrast the types of research</p> <p>4-4. Review and evaluate research related to the field of teaching and interpreting</p>	<p>4-5. Design and conduct a research project related to interpreting and/or teaching</p> <p>4-6. Integrate action research into your courses and lessons</p>	<p>4-7. Assess the results and effectiveness of your research</p>

[back to top](#)

**Domain 5: Mentoring**

Updated: November, 2006

Domain/Competencies	Demonstrate Knowledge	Practice	Self-Assessment
Mentoring			
<p>A. Mentoring of Interpreters:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Language: 1 st and 2 nd language</li> <li>• Language: Discourse Analysis</li> <li>• Interpreting</li> <li>• Assessment</li> <li>• Feedback</li> <li>• Reflection</li> </ul> <p>B. Mentoring of other teachers/peers: Teaching and Learning; Instructional Design; Assessment and Evaluation; Research; Peer mentoring related to the sub-domains of:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Language: 1st and 2nd language</li> <li>• Language: Discourse Analysis</li> <li>• Interpreting</li> <li>• Assessment</li> <li>• Feedback</li> <li>• Reflection</li> </ul>	<p>5-1. Explore concepts of mentoring</p> <p>5-2. Compare and contrast approaches to mentoring</p> <p>5-3. Evaluate mentoring plans</p> <p>5-4. Develop, prepare and justify a comprehensive plan for mentoring interpreters</p> <p>5-5. Develop, prepare and justify a plan for mentoring peer educator</p>	<p>5-6. Receive mentoring about own interpreting</p> <p>5-7. Provide mentoring for a group of working interpreters</p> <p>5-8. Receive mentoring from a peer(educator) in the domains and sub-domains of teaching interpreting</p> <p>5-9. Provide mentoring for a peer(educator) in the domains and sub-domains of teaching interpreting</p>	<p>5-10. Reflect on your interpreting mentoring experiences</p> <p>5-11. Reflect on your peer mentoring experiences</p>

[back to top](#)

[1] Downloadable at: [http://www.tiemcenter.org/tiem\\_online/curriculum\\_baker-shenk.pdf](http://www.tiemcenter.org/tiem_online/curriculum_baker-shenk.pdf)

[2] Can be purchased through CIT at [www.cit-asl.org](http://www.cit-asl.org) > Buy Past Proceedings

[3] Downloadable at: [http://www.cit-asl.org/natl\\_stand.htm](http://www.cit-asl.org/natl_stand.htm)

[4] Downloadable at: <http://www.aslta.org/certification/index.html>

<sup>[5]</sup> A full description of the research and literature reviews, and the results can be found in *Interpreting and Interpreter Education: Directions for Research and Practice*. In Press. Edited by M. Marschark, R. Peterson, and E. Winston; Oxford University Press; ISBN 0-19-5176944. You can also get a preliminary copy by contacting Betsy Winston at [betsywinston@tiemcenter.org](mailto:betsywinston@tiemcenter.org)