ASL – English Interpretation, B.A.

Study Guide

INTR 430
Introduction to
K-12 Interpreting

Fall 2014
University of Northern Colorado – Distance Opportunities for Interpreter Training Center

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Course Overview

Purpose

The purpose of this course is to begin your exploration of your interpreting emphasis area. All the courses in your emphasis area will be done using a structured independent study approach. In this particular course, INTR 430: Introduction to K-12 Interpreting, you will explore educational interpreting as a profession. Broadly, you will gain knowledge of historical and legal background that created the educational system in which interpreters work; typical structures of public schools, the roles and services of key personnel involved with deaf children; and, the work setting and conditions common to the educational interpreting experience. As well, you will become familiar with local, state, and national resources related to services for d/D/Deaf and Hard of Hearing persons and compile this information into a resource folder that you can use for your own purposes and as resource information for the professionals, parents, and students with whom you work.

Impact

This course sets the framework for an understanding of the issues and challenges associated with educating students who are d/D/Deaf and Hard of Hearing within the public education system of the United States; and the role(s) played by interpreters.

Objectives

By the end of this course, you will be able to:

Public School Structure (Weeks 2-4)

- Discuss the purpose of education and the roles of public and special schools.
- Identify, research, and organize information on contacts and resources in your State, the Local Education Authority (LEA) and School and resources available to members of the educational team, d/D/Deaf and Hard of Hearing students, their parents and members of the Deaf Community.

Historical and Legislative Roots (Weeks 5-7)

- Review the legal foundation for the integration of students who are d/D/Deaf or Hard of Hearing into public education.
- Review the historical and legislative development of Educational Interpreting.
- Identify educational alternatives for deaf students.
- Discuss the importance and role of the IEP in the education of a deaf child.
Educational Interpreting (weeks 8-10)

- Examine current employment qualifications and practices, certification standards, and roles and responsibilities for Educational Interpreters.
- Assess the attributes, skills, knowledge and attitudes possessed by competent educational interpreters.

Setting and Working Conditions (Weeks 11-13)

- Examine the working conditions of Educational Interpreters and how working conditions can contribute to the physical and intellectual capacity of interpreters.
- Assess the demands and controls that emerge as part of interpreting in a K-12 setting.

Pulling it All Together (Weeks 14-17)

- Synthesize your learning by completing a final paper: Changes and Trends in K-12 Interpreting.

Required Materials

Publications


Readings (e-Reserves)


NOTE: Additional recommended resources are available in Blackboard, within Course Materials folders.
Plagiarism Policy

**Policy on Plagiarism:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website: [http://www.unco.edu/dos/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).

Students with Disabilities

**Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.
**Grading Scale**

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)
- **C/D** = 80 - 61 below acceptable achievement of objectives
- 60 or below is considered not passing.

**Late Assignment Policy**

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Emphasis Area Overview

The activities in this course are designed to help you explore and gain experience in your chosen area of interpreting. All of the courses in your emphasis area will be accomplished using a structured independent study approach. You will have a faculty member to advise you during the course and will be able to share information, experiences and ideas with other students who may be studying the same area of emphasis.

The courses will have a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Improve your ability to give and receive feedback from peers.
- Enhance your research skills and your ability to contribute to the field of interpreting.
- Assist in your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses.
- Improve your ability to apply learning and experience from one domain or setting to situations in other domains.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through interviews and field experience.
**Course Structure**

The structure of this course will be different from your prior courses. As an independent study, this course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Additionally, you will discuss your learning with other students engaged in the independent study of the same content.

**Emphasis Area Support Documents**

Emphasis area support documents can be found in the Course Materials folder. These support documents are related to the following topics:

- A systems perspective
- Case study analysis
- Peer conferencing
- Reflective Posting
- Research techniques
- Glossary of Terms

**Topics**

This course is divided into four topics based on the course objectives. For each of these topics, you will find a folder of reading material and resources that will support your research and investigation for each section and for the assignments. These readings and resources are to get you started on your investigative work. You will be required to seek out other resources in order to complete the required assignments.

- Researching the topic
  Research can include library research, web research and field research (some resources will be provided in the Course Materials area).

- Field work involving interviews and observations from which you can develop and present case studies or real life examples about the topic.
Overview of Topics

The topics for this course are:

- **Public School Structure**

  As an educational interpreter you will be working within the public school system, so an understanding of the “big picture” of the US educational system provides an important foundation to your work as a professional within this system. This topic focuses on the structure of education from the US Department of Education down to your local school. Educational interpreters are surrounded by people with professional degrees who share education-based common knowledge, terminology, and expectations; and they know what the others contribute to the educational team. Knowing such context will help you become clear about your own role(s) and responsibilities, and the niche filled by your contributions.

- **Historical and Legislative Roots**

  While the history of Deaf Education dates back to the 1800’s, significant legislation in the 1970s (IDEA), which mandated that all children with disabilities are entitled to free appropriate public education (FAPE), created a demand for interpreters for deaf and hard of hearing students in public school classrooms. Since then, the profession of Educational Interpreting has grown and evolved significantly. At first anyone with some signing skills could be enlisted to interpret in school, but recent legislation in many states requires educational interpreters to have some form of credentialing and in some states, have a college degree. Members of a profession know their roots, and this topic will provide a foundation related to the education of deaf children and interpreting in schools, which will enable you to understand how and why the field of practice has progressed as it has.

- **Educational Interpreting – Roles and Responsibilities**

  This topic explores how interpreters have functioned in public schools, the changes that have occurred over the years, and the progressive shifts that are being documented. A particular focus is on qualifications of educational interpreters and what skills, knowledge, and professional attributes they must have – theoretically and legislated. It also provides a look at the roles and responsibilities of educational interpreters, including the importance of the IEP in the education of deaf students in public schools.

- **Setting and Working Conditions**

  The setting and working conditions of public school interpreting is dramatically different from those experienced by community or VRS interpreters. Most of the difference is simply the fact that the activity is driven by the development and educational needs of children. You will use your experience with Demand Control observation to gather a taste of real world data about elementary, middle and high schools in your area.
# Course Roadmap

Even though this is an independent study, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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</thead>
<tbody>
<tr>
<td>8/26-8/28</td>
<td><strong>Online Introduction:</strong> Post an introduction in Blackboard answering the following:</td>
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<tr>
<td></td>
<td>1. Your name.</td>
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<td></td>
<td>2. What state you are from?</td>
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<td>3. Do you have experience as an interpreter in K-12?</td>
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<td>4. Are you currently working in K-12?</td>
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<td></td>
<td>5. If yes to question 4, what grade level are you currently working in?</td>
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<tr>
<td>8/26-8/31</td>
<td><strong>Assignment 4 Final Paper:</strong> Changes and Trends in K-12 Interpreting</td>
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<td></td>
<td>This paper will reflect a culmination of your reading, research, observations, and analysis regarding educational interpreting and how it has changed over the years. It should include one section for each of the course topics as well as your reflections on your own development and challenges as an educational interpreter. As you progress through each of the topics in the course, you can organize each section of your paper, so that it will be less challenging to complete.</td>
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<tr>
<td>8/29</td>
<td><strong>Bb Collaborate:</strong> The first Bb Collaborate session will be an overview of the course. It is highly recommended that you attend this session. <em>NOTE: All Bb Collaborate sessions will be held at 5:00 mountain time. See Homeroom for details.</em></td>
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### Dates | Activities | Done!
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#### Weeks 2-4: Public School Structure (9/1-9/21)

**Labor Day: 9/2**

**Assignment 2 Resource Packet (Part 1)**

Over the entire course, you will be exploring resources and building a resource packet that will be useful to you as a reference both for personal use and as a part of your professional set of tools. **Part 1** in your resource packet involves collecting information specific to the educational system and your local school system.

**Objectives:**

- Discuss the purpose of education and the roles of public and special schools.
- Identify, research, and organize information on contacts and resources in the Federal Government, your State, the Local Education Authority (LEA) and School, and resources available to members of the educational team, Deaf/deaf and/or Hard of Hearing students, their parents and members of the Deaf Community.

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<table>
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<tbody>
<tr>
<td>Explore course resources on Public School Structure.</td>
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<tr>
<td>Research the educational system from the US Department of Education down to your local school and develop a list of useful links/contacts to be a part of your resource packet.</td>
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**Discussion Post #2:** Answer one of the following questions:

- What about educational interpreting appeals to you and how do you see your approach to the work?
- What specific skills and attributes do you or would you bring to educational interpreting?
- What additional skills, knowledge and attributes do you need to gain?

**NOTE:** Postings must be completed before the last day of each section

**Bb Collaborate #2:** See Homeroom for details.

**Assignment 2 Resource Packet: Part 1 due**

Due: 9/22

See Assignment Description for requirements. Submit the assignment through the assignment tool.
### Dates | Activities | Done!
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**Weeks 5-7 Historical & Legislative Development (9/22-10/12)**

**Assignment 2 Resource Packet (Part 2)**

**Part 2** in your resource packet involves collecting information on the key websites and contacts relative to special education and educating deaf students in the federal government, your state and your local district. This includes IEP resources along with other agencies and organizations that might be helpful to parents of deaf children.

**Objectives:**

- Review the legal foundation for the integration of students who are Deaf/d or Hard of Hearing into public education.
- Review the historical and legislative development of deaf education and educational interpreting.
- Discuss the importance and role of the IEP in the education of a deaf child.
- Explore course resources on historical and legislative development of deaf education and educational interpreting.
- Research how the legislation has been implemented in your state or local district along with supporting documents, guidelines, resources in your state, school district, or school.

**Discussion Post #3:** Address the following question, then pick one of the next three questions to answer:

REQUIRED POST: Based on your research, what would you say are the most prevailing issues facing the work of Educational Interpreters?

1. What specific evidence supports your observations?
2. How do these issues impact you as a student of interpreting and your professional aspirations?
3. What can you contribute to addressing the issues you have identified?

**Bb Collaborative #3:** See Homeroom for details.

**Assignment 2 Resource Packet: Part 2 due**

See Assignment Description for requirements. Submit the assignment through the assignment tool.

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**Due: 10/13**
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tr>
<td><strong>Weeks 8-10 Educational Interpreting as a Profession (10/13-11/2)</strong></td>
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<tr>
<td><strong>Assignment 2 Resource Packet (Part 3)</strong></td>
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<tr>
<td>Part 3 in your resource packet involves collecting information about guidelines and qualifications for interpreters in your state/school district and comparing them to three other states.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>• Examine current employment qualifications and practices, certification standards, and roles and responsibilities for educational Interpreters.</td>
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<td>• Assess the attributes, skills, knowledge and attitudes possessed by competent educational interpreters. (Also explored in the next topic.)</td>
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<tr>
<td>• Research the requirements for educational interpreters in three other states and in your state using course resources, the library, the web, and other contacts.</td>
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<tr>
<td>• Interview educational interpreters in your state (Try to interview interpreters at different grade levels and/or in a different school district or different setting, for example rural vs. urban, regarding formal requirements along with skills, knowledge, attitudes that may be unique to their location/setting.</td>
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<td><strong>Bb Collaborative #4:</strong> See Homeroom for details.</td>
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<td><strong>Discussion Post #4:</strong> Address the following questions:</td>
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<td>• Discuss a working condition within your school or classroom (or that you have read about) that you think should be reviewed.</td>
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<td>• What strategies could you implement to support the improvement?</td>
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<td>• How would you go about making the change happen?</td>
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<tr>
<td><strong>Assignment 2 Resource Packet: Part 3 due</strong></td>
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<tr>
<td>See Assignment Description for requirements.</td>
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<td>Submit the assignment through the assignment tool.</td>
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</table>
### Dates | Activities | Done!
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**Thanksgiving Break 11/20-24**

### Assignment 3 Observations and Report

Observe **two** different settings in which an educational interpreter might work and **two** situations involving children (total of 4 observations). Prepare an observation report of each. Using the DC-S observation sheets (found in the Assignment 3 folder or in this week’s folder) prepare an analysis of each observation and implications for your work as an educational interpreter.

### Objectives:
- Examine the working conditions of educational interpreters and how working conditions can contribute to the physical and intellectual capacity of interpreters.
- Assess the demands and controls associated with interpreting in educational settings.
- Assess the attributes, skills, knowledge and attitudes possessed by competent Educational Interpreters.

<table>
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<tr>
<th></th>
<th>Field work. Observe two settings in a school environment and two situations involving children using the Demand Control Schema observation sheets.</th>
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#### Bb Collaborative #5: See Homeroom for details.

<table>
<thead>
<tr>
<th></th>
<th>Discussion Post #5: Address one of the following questions:</th>
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<tbody>
<tr>
<td>11/7</td>
<td>- What did you learn about yourself in the process of observing an educational settings and/or working interpreters?</td>
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<tr>
<td>11/3-23</td>
<td>- What common attributes emerged in the interpreters you observed? What unique attributes emerged?</td>
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<td>- What are the implications of their work for you as a practitioner?</td>
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<td></td>
<td>- What skills/attributes would you need to develop to interpret in a different setting/grade level?</td>
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</tbody>
</table>

#### Assignment 3 Observations due

See Assignment Description for requirements. Submit to course advisor in the Assignment Tool.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td>11/24-12/13</td>
<td><strong>Weeks 14-17: Wrapping Things Up (11/24-12/13)</strong></td>
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<td>Discussion Post #6: Address the following questions:</td>
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<td>• Reflect on your learning in this course and discuss what part of the</td>
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<td>learning will be most useful to you as an educational interpreter and why.</td>
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<td></td>
<td>• What information remains that you want to research further and why?</td>
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<td></td>
<td>• What resources do you want to secure and why?</td>
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<tr>
<td>Due 12/11</td>
<td>Assignment 4 Final Paper due</td>
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<td>See Assignment Description for requirements.</td>
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<td>Submit to course advisor in the Assignment Tool.</td>
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<td></td>
<td>Please complete the course evaluation.</td>
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<td></td>
<td>✓ Check your Bearmail for the dates the evaluation is open.</td>
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<td></td>
<td>Congratulations, you've completed another course!</td>
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<td>Final grades will be posted within 3 business days of the end of semester.</td>
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Course Summary

Conclusion

This independent study has provided you with an introduction to K-12 Educational Interpreting and its evolution over the years. You have developed an understanding of the organization of the public school system and the historical and legal foundation for the placement of d/D/Deaf/Hard of Hearing students in mainstream classrooms. You have also begun to explore the setting and roles and responsibilities of K-12 interpreters.

After this course, you will take one of the other courses in the Educational Interpreting Emphasis Area. In INTR 431: The K-12 Classroom Environment, you will examine the elements that affect the education of a deaf child, including the classroom accessibility, the instructional methods and materials used, and the language development of the child. This will help prepare you for working in the classroom on a day-to-day basis. In INTR 432: K-12 Interpreting Skills Development I, you will complete skills exercises focused on interpreting in an educational setting. And in INTR 433: K-12 Communication Assessment, you will delve further into assessing the language and communication of a deaf child.

Key Points

What we hope you will remember from this class:

1) In order to be an effective educational interpreter it is important to understand the system in which K-12 interpreters work, the qualifications required in an interpreter’s respective state, standards of practice set forth by the profession, and roles and responsibilities of the practitioner.
2) It is important to understand the field in a historical context in order to understand the evolution of the profession.

Next Steps

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;
2) Identify possible evidence items;
3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;
4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!)
5) Check in with classmates to see if some collaborative thinking might be worth your investment of time—what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters