Study Guide

INTR 434
K-12 Interpreting
Skill Development 2

Spring 2015
University of Northern Colorado

American Sign Language – English Interpretation Program
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Course Overview

Purpose
This course continues the skills development accomplished in INTR 432. Students will engage in a wide range of skill development activities designed to increase interpreting competence in various K-12 settings.

Impact
Interpreting in the K-12 setting is unique in that:
1) In the classroom, K-12 interpreters are required to interpret a wide range of subject matter and learning activities for various purposes throughout the day.
2) The interactive nature of the classroom presents unique demands for both interpreters and the deaf student.
3) The role and function of the K-12 interpreter varies depending on a range of factors, including the age of the deaf student, the job description of the school district, and the language and educational competence of the deaf student.
4) The target language for interpretation may be determined by the educational team and specified within the student’s IEP.

Graduation Portfolio Perspective:
As you have progressed through the BA courses, you have been gaining skills and knowledge to meet the Entry to Practice Competencies. The Competencies addressed in this course are

2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.

4.2 Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.

4.3 Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.

4.5 Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.

4.6 Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).

Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.

Possible Graduation Portfolio Products
In this course, you will be producing 7 sample interpretations which may be useful in your final portfolio. In addition, you will be generating self-assessments and participating in discussions
about the work with your peers. The final assignment in this course requires you to demonstrate your ability to analyze your work and to implement strategies for improving the quality of an interpretation.

**Graduation Portfolio Considerations**

In order to be a successful interpreter, you must possess the ability to manage the interpreting process in a wide range of situations. In this course, you will continue to develop that ability in a variety of educational settings, both curricular and extra-curricular. In addition, you will gain a greater understanding of the work and intention of other members of the educational team. Employing this knowledge to aid in the accomplishment of the goals for students held by other members of the educational team will enhance your standing as a member of the team ultimately serving the deaf or hard of hearing student most effectively.

**Objectives**

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

- Discuss the nature and structure of interpreting in K-12 settings.
- Discuss language variation in educational environments and the effect on the interpreting process.
- Apply discourse analysis and the demand control consequence cycle, to assess the requirements for a range of assignments in K-12 settings.
- Utilize discourse and D-C-S cycle analyses to prepare and implement the interpreting task.
- Interpret texts related to the K-12 setting using sight translation, consecutive and/or simultaneous interpreting/translating as appropriate.
- Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
- Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.
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
(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.
# Required Materials

The following textbook and media items can be purchased at [www.uncbooks.com](http://www.uncbooks.com) or your favorite website.

## Textbook


## Media


- **Sign Enhancers. (Producer).** *More deaf children signers (SC)* [DVD]. Eden Prairie, MN: American Sign Language Productions, Inc. (Used in INTR 432)

- **Sign Enhancers. (Producer).** *Still more deaf children signers (SE)* [DVD]. Eden Prairie, MN: American Sign Language Productions, Inc. (Used in INTR 432)

## eReserves (Library access directions in Blackboard)


Online Resources


PEPnet Midwest. (2009, December 22). Why do some students with cochlear implants request accommodations and others do not? [Video file]. Retrieved from https://www.youtube.com/watch?v=DWrOv9up5Es


Recommended Resources

These websites are recommended to students engaged in this course of study. Although they are not required sites to visit, they provide foundation information and valuable resources for this course.

- **Classroom interpreting website:**
  

  This website is specifically designed to support educational teams in the K-12 setting and includes pages for Administrators, Teachers, Interpreters, Parents, and Students.

- **PEPNet Website:**
  
  [http://www.resources.pepnet.org](http://www.resources.pepnet.org)

  This website includes a series of CDs entitled “A Closer Look” which include sign language dictionaries for various academic topics. In addition, a Math Signs DVD with a lesson taught by a deaf instructor is available here.

- **Library resources:**

  The DO IT Center has a lending library with a variety of resources that might be helpful in your study of K-12 interpreting. In addition, many states and other organizations around the country have a similar library of resources – so check to see what is available in your area.

  A summary of PDES tapes available for use will be available online.

  Check the DO IT Center website at [http://www.unco.edu/marie/lending_library.html](http://www.unco.edu/marie/lending_library.html) and access the Lending Library page before purchasing any of these materials.
Course Preview

The activities in this course are designed to help you explore and gain experience in your chosen area of interpreting. Each of you enters your area of emphasis with different interests, experiences, and goals. To accommodate this difference in learners, the courses in your emphasis are designed to be less structured and more of a guided independent study than the core courses in the BA curriculum.

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 setting to situations in other settings.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through practice interpreting, interviews and field experience.

Course Structure

The course is divided into four units. The first three units include a series of labs in which you will apply the lesson content to an interpretation. The labs will include a variety of academic and non-academic settings, deaf and hearing participants, and a range of academic levels. For each of these assignments, you will be provided with detailed information about the tasks to be performed to facilitate your learning. In general these tasks may include:

- Researching the topic. Research can include assigned readings, library research, web research and field research (some resources will be provided in Course Materials area).
- Generating samples of interpreting performance and engaging in self and peer-assessment.
- Participation in discussions of learning associated with the course content and reflective analysis of your interpreting performance.

The final unit provides an opportunity for you to synthesize your learning in INTR 432 and INTR 434 by revising two interpretations to produce two final, polished interpretations.
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.
Lesson Preview

Unit 1: Storytelling in K-12 Classrooms
During this unit you will take a closer look at the function of storytelling in K-12 classrooms. Storytelling is a skill that is used at all levels of education and a solid understanding of its function and of the key components will improve your ability to provide more effective interpretations. During this unit you will study features of ASL storytelling including the use of space, role shifting, classifiers and visual vernacular. Source texts will be provided at the elementary, middle school and high school levels. You will produce two sample interpretations at an academic level of your choice.

Unit 2: Language Variation in Academic Settings
Throughout most of your education you have focused on working between ASL and English but, as an educational interpreter you may be required to work with students who use a wide range of language systems. In this unit we will be taking a look at language variation in the classroom. You will have the opportunity to analyze students with various language needs and discuss the impact of language/modality choice on the interpreting process. The unit will include the analysis of a variety of student models and culminate with the production of a sign-to-voice interpretation of a student of your choice.

Unit 3: Non-Academic Educational Settings
Educational interpreters provide communication in a variety of settings outside of the classroom. In this unit you will have the opportunity to observe and analyze these settings in more depth. To complete the assignment for this unit you will schedule a live observation and complete a DCS analysis of one of the following areas:
- Physical education/ extracurricular sports
- School nurse
- School counselor
- Extra-curricular clubs (drama, art, newspaper, student government, Lego robotics, etc...)

If you are unable to schedule a live observation you may complete this assignment using one of the YouTube links provided. Prior approval must be obtained from your course facilitator before choosing this option.

In addition, you will produce an interpretation of two school assemblies; the fifth grade Veteran’s Day Assembly and your choice of one of the additional source texts provided.

Unit 4: Culminating Project
This unit is an opportunity to synthesize knowledge and skills developed throughout the educational interpreting emphasis. You will choose two academic texts produced during INTR 432 or INTR 434 for peer review (one sign-to-voice and one voice-to-sign). Based on input from peer conferencing and instructor feedback, you will identify a specific skill in need of improvement and focus on producing an interpretation that demonstrates improvement of the targeted skill.
Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td><strong>Online Introduction:</strong> Post an introduction in Blackboard addressing your goals in this class and how the class fits into your professional development plans/aspirations.</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 1: Storytelling in K-12 Classrooms**

Over the next four weeks you will be taking a look at the function of storytelling in K-12 classrooms, discussing the challenges that reading aloud poses for interpreters and considering strategies for meeting those challenges. You will be studying the key components of ASL literature and comparing those features to storytelling in English. The unit will conclude with the production of two sample interpretations demonstrating your ability to incorporate the techniques studied in this unit.

**Weeks 1-4 Objectives and Activities**

1. Discuss the function of storytelling in K-12 classrooms.
2. Identify key components of storytelling in ASL and English.
3. Demonstrate the application of key features within an interpretation.

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<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1/13-17</td>
<td><strong>Read:</strong></td>
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<tr>
<td>1/13-17</td>
<td><strong>View:</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Strategies for reading aloud to young children.</td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=tZ2rL0eByfc">http://www.youtube.com/watch?v=tZ2rL0eByfc</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading out loud to older students.</td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=tVk6kjFq734">http://www.youtube.com/watch?v=tVk6kjFq734</a></td>
<td></td>
</tr>
<tr>
<td>1/18</td>
<td><strong>Post to the Unit 1 discussion thread by this date. See the Assignment 1 description for details.</strong></td>
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</tbody>
</table>
### 1/20-1/27
**View:**
- Bahan, B. (2007). Signing the body poetic: Signed introduction (clip 1.1) in *Signing the body poetic: Essays on American Sign Language literature*.

### 1/20-1/26
**Read:**
  View the clips listed below as they are referenced in the chapter.
  **View:**
  - Clips 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

### 1/20-1/26
**Read:**
  *Take the time to analyze the video as you read!*
  **View:**
  - Cook, P. *Mother’s Birthday*.  
  (note that this is the story referred to as “A Gift for My Mother” in Features in American Sign Language storytelling)

### 2/2
**Assignment 2A Due:** Upload your ASL-to-English interpretation to your YouTube account and submit the link using the Assignment tool.

### 2/9
**Assignment 2B Due:** Upload your English-to-ASL interpretation to your YouTube account and submit the link using the Assignment tool.
## Unit 2: Language Variation in Academic Settings

Educational interpreters are frequently required to interpret/transliterate for students with a wide range of language needs. In this unit you will have an opportunity to take a look at the language variation present in K-12 classrooms and to assess your ability to meet those needs.

### Weeks 5-8 Objectives and Activities:

1. Discuss language variation and the effect on the interpreting process in educational environments.
2. Apply discourse analysis to assess the requirements for a range of student needs in K-12 settings.
3. Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.

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<th>Dates</th>
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<tr>
<td>2/10-2/16</td>
<td><strong>Read:</strong></td>
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<tr>
<td></td>
<td>• Use the appropriate modality and language</td>
<td></td>
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<tr>
<td>2/10-2/16</td>
<td><strong>Review the resources on working with Deaf-Blind Students:</strong></td>
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<tr>
<td></td>
<td>Module 1 pp 10-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 2 pp 18-30</td>
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<tr>
<td></td>
<td>Module 3A pp 34-40</td>
<td></td>
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<tr>
<td></td>
<td>Module 3B pp36-52, 56</td>
<td></td>
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<tr>
<td></td>
<td>Module 4A pp 66-74</td>
<td></td>
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<td></td>
<td>Module 4B  pp 80-92</td>
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<tr>
<td>2/17-2/23</td>
<td><strong>Read:</strong></td>
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<tr>
<td></td>
<td>• RID Standard practice paper: Oral transliteration.</td>
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<tr>
<td>Date</td>
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<td></td>
<td>in the K-12 setting: Students with cochlear implants.</td>
<td>and others do not?</td>
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<td></td>
<td><a href="http://ohioschoolforthedeaf.org/resources/3/Resources/Emerging%20Issues%20RID%202011.pdf">http://ohioschoolforthedeaf.org/resources/3/Resources/Emerging%20Issues%20RID%202011.pdf</a></td>
<td><a href="https://www.youtube.com/watch?v=DWrOv9up5Es">https://www.youtube.com/watch?v=DWrOv9up5Es</a></td>
</tr>
<tr>
<td></td>
<td>• Young, B. Interpreting for students with cochlear implants.</td>
<td></td>
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<tr>
<td>2/23-3/2</td>
<td></td>
<td>• Native intuition: Deaf cued American English models</td>
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<tr>
<td></td>
<td></td>
<td>• Growing up with S.E.E.: A closer look</td>
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<tr>
<td></td>
<td></td>
<td>• Educational interpreting practice DVD: MCE</td>
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<tr>
<td></td>
<td></td>
<td>• More deaf children: PSE</td>
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<td></td>
<td></td>
<td>These resources will allow you to view the wide range of language</td>
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<tr>
<td></td>
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<td>use among Deaf/ HOH children.</td>
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<tr>
<td>3/2</td>
<td>Post to the Unit 2 discussion thread by this date. See the Assignment</td>
<td></td>
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<tr>
<td></td>
<td>1 description for details.</td>
<td></td>
</tr>
<tr>
<td>3/9</td>
<td><strong>Assignment 3 Due:</strong> Upload your transliteration to your YouTube</td>
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<tr>
<td></td>
<td>account. Submit the link and your language analysis using the</td>
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<td></td>
<td>Assignment tool.</td>
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</tbody>
</table>
In this unit you will be analyzing settings where K-12 interpreters provide services outside of the traditional classroom. This unit will require the completion of a DCS analysis for one setting as well as the interpretation of two assemblies. Each of the three parts of this assignment will have its own due date. See the assignment 4 description for details.

**NOTE:** 3/14-3/22 Spring Break- No Classes-Enjoy!

**Weeks 9-12 Objectives and Activities**
1. Apply discourse analysis and the demand control consequence cycle, to assess the requirements for a range of assignments in K-12 settings.
2. Utilize the discourse and D-C-S cycle analyses to prepare and implement the interpreting task.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>3/10-31</td>
<td>Schedule and conduct an observation in one of the following settings: physical education or extracurricular sports practice, school nurse’s office, school counselor or guidance counselor, extracurricular club (drama, art, newspaper, student government, Lego robotics…). Complete a DCS observation form. See the Assignment 4A description for complete details.</td>
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</tr>
<tr>
<td>3/30</td>
<td>Assignment 4A Due: Use the Assignment tool to submit your completed DCS observation form.</td>
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</tr>
<tr>
<td>3/10-4/6</td>
<td>Post to the Unit 3 discussion thread during this period. See the Assignment 1 description for details.</td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>Assignment 4B Due: Upload your interpretation of the fifth grade Veteran’s Day Assembly to your YouTube account and submit the link using the Assignment tool.</td>
<td></td>
</tr>
<tr>
<td>4/13</td>
<td>Assignment 4C Due: Upload your interpretation of your chosen assembly to your YouTube account and submit the link using the Assignment tool.</td>
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</tbody>
</table>
Unit 4: Culminating Project

In this final unit you will synthesize knowledge and skills developed throughout the educational interpreting emphasis. You will choose two academic texts produced during INTR 432 or 434 for peer review (one sign-to-voice and one voice-to-sign). Based on input from peer conferencing and instructor feedback, you will identify a specific skill in need of improvement and focus on producing an interpretation that demonstrates improvement of the targeted skill.

Weeks 13-16 Objectives and Activities

1. Interpret texts related to the K-12 setting using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
2. Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.
3. Implement corrections to enhance the effectiveness of interpretations.

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<tr>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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</table>
| 4/14-4/18   | • Choose the texts that you will be revising and send the links to your peer reviewer.  
              • Schedule a session with your peer reviewer in Blackboard Collaborate.       | ☐    |
| 4/19-4/26   | Review the videos that your peer review partner has chosen and prepare to provide feedback. | ☐    |
| 4/27        | Peer conferencing must be completed by this date.                            | ☐    |
| 4/27-5/4    | Apply the feedback that you have received and produce an interpretation of both texts. | ☐    |
| 5/4         | **Assignment 5 due:** Upload your interpretations to your YouTube account and submit the link and your written report using the Assignment tool. | ☐    |
| 5/7         | Post to the Unit 4 discussion thread by this date. See the Assignment 1 description for details. | ☐    |
| 5/8         | Complete the course evaluation and you’re done!  
              Final grades will be posted within 3 days of the end of the semester.          | ☐    |
## Assignments

### Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Participation: Posts for this course include an introduction and a post to each of the four unit discussions. The unit discussion posts should summarize what you have learned in the unit, any challenges that you faced, how any challenges were addressed and how the content will influence your work in K-12 settings. Posts will be graded using the rubric for graded discussion items and should not exceed 500 words.</td>
<td>10</td>
</tr>
</tbody>
</table>
| Assignment 2 | For this assignment you will choose a pair of source texts at the elementary, middle school or high school level. You will find a list of options in the Assignment 2 folder. Both assignments 2A and 2B must be completed at the same academic level.  

2A: Generate a spoken English interpretation of the model student. When capturing your performance on film, make sure the source message(s) is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account and submit the link using the Assignment tool.  

2B: Generate an interpretation of the English text. As you produce this text, your target language should match the student for whom you interpreted in 2A. Your interpretation should incorporate the storytelling features discussed in this unit as appropriate. When capturing your performance on film, make sure the source message(s) is clearly audible and your interpretation is clearly visible. Upload your performance to your YouTube account and submit the link using the Assignment tool. | 10 |
| Assignment 3 | Choose one of the sample texts on the *Educational interpreting practice DVD 11: MCE elementary level* and conduct an analysis of the salient linguistic features. Using this information, generate a sign-to-voice interpretation. When capturing your performance on film, make sure the source message(s) is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account and submit the link using the Assignment tool. | 10 |
4A- DCS Analysis: For this part of the assignment you will schedule a live observation in one of the following settings: physical education or extracurricular sports practice, school nurse’s office, school counselor or guidance counselor, extra-curricular club (drama, art, newspaper, student government, Lego robotics...). The observation does not need to be in a setting with a Deaf student or with an interpreter. The goal is to identify the demands within the setting that may affect an interpreted interaction in this setting and to brainstorm possible controls. The observation may be completed at any grade level K-12. Complete a DCS observation form and submit it using the Assignment tool.

If you are unable to schedule a live observation you may complete this assignment using one of the YouTube links provided in the assignment folder. Prior approval must be obtained from your course facilitator before choosing this option.

4B- Fifth Grade Veteran’s Day Assembly: Generate an interpretation or a transliteration of this assembly. When capturing your performance on film, make sure the source message(s) is clearly audible and your interpretation is clearly visible. For this assignment please include an introductory statement describing the language needs of the student for whom you are interpreting. Upload your performance to your YouTube account and submit the link using the Assignment tool.

4C- Assembly of Your Choice: Choose one assembly from the options in the assignment folder and generate an interpretation or a transliteration. When capturing your performance on film, make sure the source message(s) is clearly audible and your interpretation is clearly visible. For this assignment please include an introductory statement describing the language needs of the student for whom you are interpreting. Upload your performance to your YouTube account and submit the link using the Assignment tool.
Assignment 5

Choose one Sign-to-Voice and one Voice-to-Sign interpretation from INTR 432 or INTR 434 that you would like an opportunity to improve. Using the email function in Bb, send your peer reviewer the YouTube links.

**Peer conferencing:** During this peer conferencing session your peer reviewer will provide feedback on the two interpretations you have chosen to work on for Assignment 5. The peer conferencing session should be recorded in Blackboard Collaborate.

**Sign-to-Voice Interpretation:** Generate an interpretation demonstrating your ability to incorporate the feedback that you have received from the instructor and from your peer reviewer. When capturing your performance on film, make sure the source text is clearly visible and your voice is clearly audible. Upload your performance to your YouTube account. Submit the link to both the original and the revised interpretations using the Assignment tool.

**Voice-to-Sign Interpretation:** Generate an interpretation demonstrating your ability to incorporate the feedback that you have received from the instructor and from your peer reviewer. When capturing your performance on film, make sure the source message(s) is clearly audible and your interpretation is clearly visible. Upload your performance to your YouTube account. Submit the link to both the original and the revised interpretations using the Assignment tool.

**Self-Assessment:** Using the Assignment tool, submit a written report discussing the following questions:

1. What specific skills did you target for improvement?
2. What strategies were employed in addressing your identified areas in need of improvement?
3. Were you able to effectively incorporate the feedback that you received to produce an improved product? If yes, discuss the improvement that you see. If no, why not?
4. What additional areas in need of improvement have you identified? What strategies have you identified for addressing these?

This report should be no longer than 1000 words.

**Total Assignment Points**

| Assignment Points | 5 | 10 | 10 | 5 | 100 |

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

In this course you have had the opportunity to develop skills that will be essential to your success as an interpreter in a K-12 setting. This skills course has provided you with an opportunity to explore interpreting skills related to K-12 interpreting. Because K-12 interpreting involves a range of age groups, language needs and subject matter, you filmed yourself interpreting a variety of events that are commonly encountered in the K-12 setting. You engaged in self-assessment and identified your strengths and areas in need of improvement. In this course you also further developed and applied your research and reflection skills through literature review and discussion. As a result of this class, you have created several products that will support your portfolio assessment process. The field of educational interpreting is one that requires ongoing professional development and growth. Now is the time to take stock of your strengths and areas in need of improvement to develop a professional development plan. With that plan in place you pave the way to becoming an interpreter who is an asset to the education system and the students with whom you work.

Key Points

What we hope you will remember from this class:

- Interpreters working in K-12 settings are an integral part of the educational team and as such should be aware of the educational goals for each child.
- Interpreting decisions in this setting should be based on meeting the educational, linguistic and psychological needs of the individual student.
- There is a wide range of language needs present in mainstream environments. Interpreters should use professional judgment and honest evaluation of their own skills before agreeing to provide services for a student.
- Ongoing professional development is a necessity in this field.

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