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Interpreter Educators in the United States:
Teaching, Research, and Practice

By

Sandra L. Maloney

A thesis submitted to Western Oregon University

In partial fulfillment of requirements for the degree of
Master of Arts in Interpreting Studies
March 2018
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**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

- Thesis
- Field Study
- Professional Project

Titled:

Interpreter Educators in the United States: Teaching, research, and practice

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*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
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ABSTRACT

Interpreter Educators in the United States: Teaching, Research, and Practice

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In this thesis, the teaching, research, and practice of signed language interpreter educators in the United States is examined through a Critical Social Theory framework. While there is literature on interpreter educators from the perspective of program directors, very little research has been done that gathers data directly from interpreter educators. The research available leads to recommendations for instructor credentials and qualifications; however, no data exists regarding current signed language interpreter educators and whether they possess the recommended criteria.

An exploratory survey was disseminated to interpreter educators in the United States to elicit information regarding their experience as signed language interpreters, as teachers, and regarding their engagement in research. Demographic information was collected to better understand how a participant's social identity may affect program

outcomes. The charts and diagrams in this study provide a broad overview of current interpreter educators, curriculum utilization, professional development, and research. The data from the survey was compared with the existing literature to assess for alignment, incongruences, and gaps.

The conclusion and results from critiquing the research and the findings show there are many additional areas for research regarding interpreter educators. The results also show the need for established hiring requirements for interpreter educators, peer-reviewed course materials, effective professional development for current instructors, and an increased engagement in conducting and disseminating research. It is the recommendation that educators and researchers engage in a critical self-assessment to understand the impact of interpreter educators on program outcomes.

CHAPTER 1

INTRODUCTION

“We need to prepare educators of today to be the leaders of tomorrow”
-Cindy Volk, StreetLeverage, 2015

Training the next generation of practitioners is dependent upon the ability of qualified individuals to impart knowledge, skills, and wisdom to those with a desire to enter the profession. Signed language interpreting is no different. Prior to the 1960s, interpreters were trained using a master-apprentice relationship. The mentors were members of the Deaf community: individuals who were Deaf or friends or family of a Deaf individual (Cokely, 2005; Williamson, 2015). Over time, the demand for interpreters increased as more protections were afforded to the Deaf community through the passing of laws such as Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). Consequently, to a large extent, the training of signed language interpreters turned from a hands-on, master-apprentice relationship to formal education in an academic environment.

As the demand for interpreters increased, so did the number of interpreter education programs (IEPs). Programs started as 2-10 weeks in duration, expanded to nine months, and eventually grew into two-year training programs. The last decade has seen a rise in four-year programs and the emergence of a handful of post-graduate degree programs (Ball, 2013). Studies have been conducted over the years to address the fundamental skills, behaviors, and knowledge necessary for any signed language interpreter (Witter-Merithew, Johnson, & Taylor, 2004) and how to improve student outcomes (Godfrey, 2011; Petronio, & Hale, 2009). There has been a growing

discrepancy in program exit criteria and criteria for entry into the job market (Frishberg, 1994); graduating from a college program may not be adequate preparation for individuals to work as interpreters. This lack of readiness-to-work has resulted in research about the time from graduation to ready to work, also known as school-to-credential or, colloquially, “the gap” (Cokely & Winston, 2008; Godfrey, 2011; Petronio & Hale, 2009; Maroney & Smith, 2011).

While there is research on the system of interpreter education, program-level studies, and interpreting students, there is little research to be found to identify the skills and minimum competencies necessary for one to be considered a qualified signed language interpreter educator. This realization leads to questions such as: What defines an effective educator? How much of an effect does an interpreter educator have on the length of time before graduates attain minimum competencies? Should there be minimum qualifications for an interpreter educator and, if so, what? Winston (2013) stated that generations of practitioners and researchers have repeatedly asked the same questions without exploring answers or solutions. The scope of this study cannot address each of these questions, but it can serve as a step toward breaking the cycle and moving toward resolving the long-standing questions. Given that we do not know enough about who is being hired by institutions of higher education or who is teaching our next generation of signed language interpreters, those individuals should be identified and the knowledge and experience they bring to the classroom should be explored.

Statement of the Problem

A review of the literature revealed most research on interpreter educators is conducted from the perspective of program directors; very little research has been done to

gather data from the interpreter educator (e.g., Ball, 2013; Cokely & Winston, 2008; Godfrey, 2011; Winston, 2013). Data on the background of interpreter educators is important to assess, through a lens of critical social theory, whether the skills and knowledge those interpreter educators bring to the classroom reflect what research shows aligns with best practice in signed language interpreter education and best practices for educators in other practice professions. The analysis and critique can also serve as a guide in designing interpreter educator curriculum and professional development. In this study, the background and experience of signed language interpreting educators has been investigated to begin collecting and analyzing such data.

Purpose of the Study

A research-based inventory of signed language interpreter educators in the United States will establish a foundation for further studies in identifying qualifications of an interpreter educator, the educator's impact on the system of signed language interpreting education, and improved professional development. In addition, establishing an inventory of the characteristics of interpreter educators in the United States will set a foundation for further research on signed language interpreter educators.

Theoretical Bases and Organization

This research is based in Critical Social Theory. Critical Social Theory (CST) combines critical theory and social theory to use criticism to expand the boundaries of ideas and frameworks, often by highlighting the contradictions (Leonardo, 2004). Calhoun (1995) emphasized the need for critical social theorists to understand and critically analyze historical information and events, engage in a critique of said events, analyze the current social and cultural trends and frameworks used, and assess the past

and current theories to establish a stronger foundation for the future (p. 35-36). Leonardo (2004), in his application of CST in education, made a point to refute claims that CST only focuses on the critique. He argued that one cannot stop at the critique but also must follow through with recommendations and a “language of transcendence” (p. 15) in order to look to the future and the possibility to come from change.

Signed language interpreter education emerged from laws passed to provide interpreters as an accommodation for Deaf individuals and the subsequent demand for signed language interpreters (Ball, 2013; Fant, 1990). Several studies have stated or referenced the necessary skills to be an interpreter educator. The literature includes knowledge of and engagement in teaching, research, and the practice of interpreting (Monikowski, 2013). Within the literature, there is a lack of data about current interpreter educators and their skill and experience in the three areas of an interpreter educator. Additionally, it is the assumption of this researcher that there are gaps between the theory presented by researchers regarding the knowledge and skills identified as necessary for instructors and those present in current interpreter educators. This study uses the CST framework Leonardo (2004) applied in education to examine the systemic and institutional arrangements of interpreter education, how they were created, and how to improve the work of interpreter educators (p. 13).

Wilson-Thomas’s application of CST in nursing education was also taken into consideration for this study. Wilson-Thomas (1995) took a critical look at nursing education to bridge the gap between theory, research, and practice. That model has been applied to this study to assess the gap between teaching, research, and practice among interpreter educators. Should those gaps be mitigated, a robust, quality education can be

provided to future signed language interpreters. Data collected directly from practicing interpreter educators will be compared with the existing literature. Leonardo (2004) argued the application of CST “builds on the contributions as well as address the limitations of its predecessors” (p. 16). For the signed language interpreter educators, the results of this study will move the profession away from repeatedly asking the same research questions and instead develop more robust learning opportunities for current and future signed language interpreter educators.

The organization of this study will begin with a thorough review of the literature through a Critical Social Theory framework to critically examine the history and social conditions that led to formal signed language interpreter education, research, and recommendations regarding curriculum development, requirements of educators, and the role of research in interpreter education. Chapter three describes the research method including the survey instrument, participants, and data analysis. Chapter four contains the findings from the survey as well as a critique of the findings in relation to the literature. Finally, chapter five restates the purpose of the study and provides the reader with the conclusion, implications, and recommendations for future research.

Limitations of the Study

The focus of this study is on interpreter educators working at institutions of higher education. There is a wider population of interpreter educators who teach workshops and seminars outside of institutions of higher education who were not included in this study by matter of scope. The scope of this study also did not allow for focus groups or interviews with participants. A mixed-method design would have enhanced the depth of answers and afforded a wider generalization of the results.

CHAPTER 2

LITERATURE REVIEW

Practitioners, researchers, and educators in the field of signed language interpreting have been working to establish a standard curriculum for educating interpreters within institutions of higher learning since the early 1960s. Researchers in the field of education and translation studies have identified best practice in methods of instruction as well as characteristics of an effective educator. Researchers in signed language interpreting studies have applied this data to their body of work. This review of the literature will use the research available regarding curriculum, education, and staffing requirements for training interpreter educators and apply it to the data from this study.

Curriculum Development

The demand for signed language interpreters greatly increased with the passage of accessibility laws such as the Vocational Rehabilitation Act Amendment of 1954, the Higher Education Act of 1968, and Individuals with Disabilities Education Act (Ball, 2013, pp. 9, 35-36). The Americans with Disabilities Act in 1990 established the need for signed language interpreters outside of the educational system, and interpreters were increasingly used to communicate many facets of everyday life. As the demand for professional signed language interpreters grew, it became apparent that there was a lack of established standards for teaching signed language interpreters (Ball, 2013; Cokely & Winston, 2008).

The first time that interpreter education standards were a topic of conversation was in 1964 at the Ball State Conference. According to Ball (2013), the conference focused on “(1) training materials, books, and films; (2) concepts of interpreting; and (3) personnel, location, recruitment, and training” (p. 28). Over the years, several publications have outlined curriculum standards, beginning with *The Curriculum Guide for Interpreter Training* in 1974 (Ball, 2013). Curriculum development has come to be defined by identifying the skills, knowledge and competencies possessed by a trained interpreter (Ball, 2013; Godfrey, 2011; Petronio & Hale, 2009; Shaw & Hughes, 2006; Winston, 2005; Witter-Merithew & Johnson, 2004).

Out of the desire to develop standards and unify interpreter educators, the Conference of Interpreter Trainers (CIT) was established in 1979. As discussions continued, a separate group was formed out of CIT in 2006, the Commission on Collegiate Interpreter Education (CCIE). Per the CCIE website, their mission is to:

Promote professionalism in the field of interpreter education through: the accreditation of professional preparation programs, the development and revision of interpreter education standards, the encouragement of excellence in program development, a national and international dialogue on the preservation and advancement of standards in the field of interpreter and higher education, and the application of the knowledge, skills, and ethics of the profession. (CCIE, 2014)

CCIE has established standards for interpreter education programs to achieve accreditation. The requirements to achieve accreditation have become more rigorous with time, as can be seen when comparing the 2010 standards with the recently revised 2014 standards. The requirements to achieve accreditation require IEPs to address 10

rigorous standards, such as requirements for faculty, curriculum design, implementation, and assessment. Of the programs that have achieved accreditation by CCIE, 13 bachelor degree programs have attained accreditation, and only five associate degree programs have met the requirements (CCIE, 2017).

Cogen and Cokely (2015) stated that associate degree programs comprise 65% of all signed language interpreter training programs, yet the research by Godfrey (2011) and Petronio and Hale (2009) indicated that students who graduate from bachelor's-level programs are better prepared to achieve an interpreter credential post-graduation. The national interpreting organization, Registry of Interpreters for the Deaf (RID), also recognizes the benefit a four-year degree for signed language interpreters. In 2003, RID members passed a motion requiring candidates for general certification to have a four-year degree prior as a prerequisite to testing starting in 2012.

There are many recommendations for what should be taught, as stated above; however, little can be found about the materials with which to teach. Witter-Merithew and Johnson (2004) made several recommendations for the future of the interpreting profession. One of their recommendations for improving interpreter education is “quality controls imposed, possibly through a peer review process, on the materials, resources, instruction and technology utilized in the nation’s Interpreter Preparation Programs” (p. 26). Compared to other fields, the published materials available for signed language interpreter education are limited. *American Sign Language* (Baker-Shenk & Cokely, 1980), *The Effective Interpreting Series* (Patrie, 2000), and *Journey to Mastery: Individualized Interpreting Development Plan* (Cassell, 2007), are a few of the widely used selections.

Effective Educators

When we look at the broader range of translation and interpreting studies, some skills used for translation studies are the same as those needed for interpreting. In fact, interpreting studies often look to translation studies and spoken language interpreting when developing courses and program curricula, as it is believed that many aspects of translation studies can be applied to interpreting studies (Ayob, 2010; Roy, 2000). Kiraly (2000) provided guidance to translator educators on best practices, course construction, and assessment. He also contended that educators of translation studies have a tendency to teach what they know and to teach in the same manner they were taught. To break out of this cycle, translation educators should be knowledgeable in and able to apply theories of education, particularly the social-constructivist theory of education, to the training of translators.

Winston (1995) made the case that educators should be skilled interpreters, possess academic credentials, engage in quality professional development, and all faculty should be involved in regular program meetings to ensure cohesion throughout the program (p. 22). Winston asserted that interpreting programs will be seen as credible by the institution when interpreting instructors hold degrees appropriate for the position.

Huang and Napier (2015) conducted a survey investigating the perceptions of Australian signed language instructors and students about teacher efficacy. Their findings showed both student and instructors believe that knowledge in education theories and practices are less important than having the ability to interpret. Ayob (2010), in her research on spoken language interpreters in Malaysia, disagreed with the

belief that teaching skills are not important and supported her findings by citing Longley (1978):

Although there are some things that are best taught by experienced professional interpreters, unless that interpreter also knows how to impart his knowledge, and develop skill and ability in other, his students will become but pale reflections of their teacher. (p. 53)

Winston (2005) maintained that interpreter educators, while teaching the skills to interpret, should be ensuring that all activities lead to the larger goal of fostering the student's ability to think critically, make decisions, and self-assess. To do so, Winston (2005) suggested that instructors must "learn how to structure, implement, and assess active learning approaches that will lead to active learning by their students, and therefore, to competent interpreting" (p. 208). She later claimed that interpreter educators must understand learning, structure activities based on the learner needs, and assess their own effectiveness as teachers (p. 212). This is in line with Kiraly's (2000) assertion that "translator education be seen as a dynamic, interactive process based on learner empowerment ... instead of filling them with knowledge, teachers should serve as guides, consultants and assistants" (p. 17).

Native ASL Interpreter Educators

The early developers of interpreter education agreed on the need for ongoing participation from the Deaf community. The manual *Interpreting for Deaf People* was developed in 1965. To ensure appropriate skills were being taught to students, it stated the requirement that "two teachers, one hearing and one Deaf, should be hired for each class" (Ball, 2013, p. 33).

Dively (1994) argued Deaf interpreter educators are a critical component to effective signed language interpreter training. Most signed language interpreting students enter the profession and signed language is their second language. They primarily interpret into ASL, their second language. The course curriculum in interpreting often begins prior to establishing an individual's fluency in both working languages, ASL and English. Signed language interpreters lack the linguistic and cultural knowledge of an individual who was raised in the Deaf community. Dively also suggested that "interpreters' limited contact with deaf consumers, especially culturally deaf people, often affect their ability to comprehend deaf persons' messages in ASL. This limited contact often brings poor ASL-to-English interpreting performances" (p. 25). Deaf interpreter educators bridge that gap by ensuring deaf culture is taught and exposing students to appropriate social and professional interaction with the Deaf community.

Williamson (2015) furthered the research with her study on children who were raised by Deaf adults. These individuals are known in the Deaf community as Child of a Deaf Adult (Coda). Through her research, she concluded that Codas are heritage language users of American Sign Language who have experience as a child language broker; with that comes years of experience navigating and brokering experiences between the Deaf and Hearing world for Deaf adults. As such, children with Deaf parents are bilingual, bicultural, native language users of ASL. Coda interpreters, like spoken language interpreters, have the skills and experience of interpreting into their primary language.

Cogen and Cokely (2015) provided a summary report of data collected from a needs assessment of interpreter practitioners and interpreter education programs. The

summary of this report concluded that interpreting students are not graduating from IEPs with ASL fluency needed of an entry-level interpreter, programs do not provide the time and space for authentic involvement with the Deaf community, there is not a standard expected outcome for interpreters around the country, and there is a lack of formalized supervision like that required of students in other practice professions, such as social work or psychology (p. 22-26).

Educator Requirements

In their study comparing the effectiveness of two interpreter education programs, Petronio and Hale (2009) found that students from programs with instructors who held higher postsecondary degrees—master’s-level or doctoral-level training—were able to attain certification in less time than those who were taught by instructors with bachelor’s or master’s degrees. Witter-Merithew and Johnson (2004) recommended “more stringently enforced academic and interpreter qualifications of instructors--deaf and hearing” (p. 26). In 2008, Cokely and Winston reported that more departments are requiring a MA to teach in postsecondary programs, but the current standards are still less rigorous than they are for those teaching in other disciplines.

Monikowski (2013) made a case for interpreter educators pursuing doctoral degrees even though they may not be in signed language interpreting. She acknowledges that there may be few direct benefits to obtaining such a degree since instructors are often hired with degrees that are not in keeping with the standards required from educators in other professions at the same institution. Therefore, the return on investment is often not perceived to be the same in signed language interpreting education as it may be in other professions. Monikowski encouraged the reader to see beyond the direct benefit and look

at the other benefits gained from a doctoral degree. Among those benefits are increased skills in problem solving, critical reasoning, and the ability for in depth thinking about situations from different perspectives.

The Higher Learning Commission establishes standards for faculty of any discipline working in an accredited institution. The standards have been updated and new requirements became effective September 1, 2017. The new standards are listed under section Assumed Practice B.: Teaching and Learning: Quality, Resources, and Support:

B.2. Faculty Roles and Qualifications

a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty

member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program. (HLC, 2017)

Establishing a profession in academia is not a challenge unique to signed language interpreter educators. LaRocco and Bruns (2006) highlighted the challenges of teachers choosing to be a professor as a second career. Their study looked at those who worked in the professional world for several years prior to beginning a second career in higher education. They found that those who worked in an educational professional realm then entered academia later in life found it challenging to balance the demands of work/home life and reported that they did not have a clear understanding of the institution's expectations including service requirements.

The accreditation criteria established by CCIE include the requirements for program faculty. Degree requirements are mandated for the program director. The standards state the program director must hold at least master's degree, but it does not mandate that the degree be in signed language interpreting or a related field (CCIE, 2017). Unlike HLC, CCIE does not require a minimum number of course hours in the subject being taught. However, it does state that the director should be an active practitioner in the field of interpreting, either through interpreting or research.

Professional Development

Darling-Hammond and Richardson (2009) analyzed the ways teachers can be more effective in their engagement in professional development and the effects on

student learning. Teachers should be provided “intensive, content-rich, and collegial” (p. 50) learning opportunities for professional development to be effective and improve teaching and student learning. Their conclusion was that professional development yielded higher outcomes when the training was focused on specific content, not rooted in the abstract, aligned with program outcomes, and provided through constructed learning opportunities.

One mechanism for engaging in professional development is by joining learning networks. Angehrn and Gibbert (2013) described learning networks as opportunities to focus on learning and knowledge within or between organizations. The learning network is a means for the learner to engage and collaborate with individuals with whom they would not normally engage in collaborative efforts. Assessment plans in the form of professional development plans and philosophy of teaching statements are often tools required by institutions of higher learning to mark progress and continual learning (Monikowski, 2013).

Role of Research for Interpreter Educators

Researchers, practitioners, and educators must work together in order to advance the profession and ensure the utilization of best practices. Infusing research-based curriculum and practices into one’s teaching affects the efficacy of training.

Advancement in training and improvement of the profession occur when instructors use their teaching to inform research and practice.

Whereas it is crucial for the validity of courses to have the input of practitioners, it is crucial to ensure that those practitioners who are trainers have the appropriate academic and research background to inform their teaching ... there needs to be

cross fertilization between research, training and practice: where the research informs the training and the practice, the training improves the practice and generates research questions, and the practice improves the training and generates research questions. (Hale, 2007, as cited by Ayob, 2010, p. 184)

Gonzalez Davies (2005) also confirmed, based on her research on translator education, that there is a disconnect between the teacher, the practitioner, and the researcher. She purported that “an awareness of existing pedagogical approaches, reflective teaching and action research in the classroom can also lead to more effective training” (p. 79).

Roy (2000) took this a step further to suggest that a successful teacher is one who bases their teaching in theory, who conducts research, and who shares that research with their colleagues. Monikowski (2013) also contended that research is a critical component of an interpreter educator’s professional practice by applying Legato’s (2006) “three-legged stool” (p. 71) to ASL-English interpreting instructors. Legato’s theory stated that faculty in an institution of higher education have a three-pronged responsibility to teach, practice, and research. Monikowski (2013) justified the application of this theory to signed language interpreting instructors by applying each “leg” to her experience over the years as a signed language interpreter educator. She defined practice as the engagement in on-going interpreting as well as a focus on the practice of teaching. She also stated that the lack of signed language interpreting studies at the graduate level has left the field with instructors who lack the experience in conducting research, and therefore the profession has not been able to move forward (p. 7).

Winston (2013) provided additional evidence that there is a disconnect between the research and the practitioner by highlighting the fact that as new individuals enter the field of signed language interpreter research, they are asking the same questions that were asked back in 1979 (p. 170). These questions include the development of course curriculum, course materials, and defining best practices. Rynes, Bartunek, and Daft (2001) suggested that one does not need to be a researcher and a practitioner in order for research and practice to work hand-in-hand, but researchers and practitioners cannot work in isolation from one another. The entire profession will benefit from working together: the research would be relevant to what happens in the classroom, and the practitioner would be more invested and incorporate the research into their teaching practice.

Research informing curriculum and engagement in research as a requirement is not unique to the interpreting and translation field. Parallel requirement can be found in other practice professions. The Council on Social Work Education (CSWE) is one such example. CSWE conducts an annual survey of social work education in the United States. The survey is thorough and provides data about institutions of higher education, student data based on baccalaureate, master's, and doctoral programs, and full- and part-time educators. The findings in the 2015 CSWE report stated that 61% of the full-time faculty engaged in research activities during the 2014-2015 academic year (CSWE, 2016).

Conclusion

There is historical evidence for the desire to establish best practices for interpreter educators. Yet 50 years after the publication of the *Interpreters Handbook* there is still a

lack of evidence-based training materials and a lack of defined criteria required of an effective educator. Furthermore, there has not been a study to collect data about current interpreter educators. There has been a concentrated call for further research on interpreter educators within the last five years (Ball, 2013; Godfrey, 2011; Huang & Napier, 2015; Monikowski, 2013; Winston, 2013).

An inventory of current practitioners can be used to identify those who are currently teaching in institutions of higher education and explore their experience in teaching, interpreting, and research. The results can be compared to the requirements found in the literature using critical social theory framework. Once the inventory of current interpreter educators has been established, the data should be examined to determine the direction of future research and training of current and future educators.

CHAPTER 3

METHODOLOGY

Design of the Investigation

From my review of the literature there is a lack of research and data related to current signed language interpreter educators. The aim of this exploratory study is to elicit information from interpreter educators in the United States regarding demographics, their practices in instruction, curriculum, professional development, and professional self-efficacy.

Neuman stated that exploratory research is conducted when the goal of the research is to understand the basic facts, setting, and concerns of a situation; to create a general idea for the conditions of the target population; and to formulate and focus questions for future research ([2000] as cited in Hale & Napier, 2013, p. 12). The goal of this research aligns with such a goal, since the purpose is to understand the current population of signed language interpreter educators as a means to provide a foundation for additional research.

In order to elicit information about interpreter educators, an electronic questionnaire was designed through SurveyMonkey (See Appendix A). The instrument consisted of 54 items that were a combination of forced response, Likert scale, multiple choice, and open-ended questions. Multiple choice and open-ended questions allowed participants an opportunity to include responses that were not anticipated or captured in the choices available. The instrument consisted of items that elicited information about

aspects of a signed language interpreter educator including general demographics; experience as an educator, interpreter, and researcher; teaching methods; assessment techniques; professional development; and perception of self. Prior to full dissemination, the survey was piloted with 10 interpreter educators. Upon completion of the pilot, questions were revised for clarity, organization, and to rectify technical difficulties with the electronic instrument based on suggested edits.

Setting and Participants

The target participants for this research were individuals who teach in a signed language interpreter education program housed within an institution of higher education within the United States of America. At the time of the study, a mandate had not been established for an institution of higher education to register or publish that they offer a degree in signed language interpreting. Programs of study are often labeled “Signed Language Studies” but teach interpreting as part of the curriculum. Currently there is no established database or registry of individual interpreter educators. Therefore, to reach interpreter educators, interpreter education program information was identified from www.discoverinterpreting.org, a creation of National Consortium of Interpreter Education Centers to provide resources to novice interpreters, interpreting students, and individuals interested in pursuing signed language interpreting as a career. The programs listed on Discover Interpreting were cross-referenced with the programs listed with the Registry of Interpreters for the Deaf (RID, n.d.). Program administrators’ contact information and individual educator’s e-mail addresses were located through the Interpreter Educator Program (IEP) websites listed in the databases cited above. According to NCIEC’s *Needs Assessment Report* (Cokely & Winston, 2008), program

directors reported a total of 367 interpreting faculty. In an attempt to reach as many interpreter educators as possible, the instrument was disseminated by direct e-mail contact to 202 interpreter educators and program administrators. A link to the questionnaire was posted on various social media websites such as Facebook and Twitter to lead to a snowball or networking effect. Finally, the survey was also advertised during the 2014 Conference of Interpreter Trainers (CIT) in Portland, Oregon and remained open for six weeks.

At the culmination of six weeks, 154 individuals participated in the survey. Of the 154 respondents, 56 participants were eliminated or withdrew from the survey at various times, resulting in a sample size of 98. The questionnaire was released toward the latter half of the term or semester and the timing could have resulted in fewer responses from educators.

Data Analysis

The data was exported from the SurveyMonkey database into an Excel spreadsheet. From there, the data were filtered to eliminate any participant who did not meet the criteria of living in the United States of America and working as an educator in an institution of higher education. The initial filter eliminated 38 respondents who did not meet the eligibility requirements. An additional 18 respondents were excluded as their responses did not provide adequate information to confirm they were interpreter educators in an institution of higher education or they abandoned the survey prior to completing at least 75% of the survey. This resulted in a final sample size of 98. Questions with an open response or “other” option allowed participants to write in a response. The data from the write-in responses were categorized; responses were

incorporated into an appropriate (existing) category within the table. Response percentages and counts were recalculated to indicate the updated results. Once the data was cleaned and organized, the final analysis resulted in the identification of five themes. These themes were Interpreter Educator Demographics, Theory-to-Practice, Curriculum and Assessment, Professional Development, and Perception of Self.

CHAPTER 4

FINDINGS

This chapter outlines the findings from a survey of signed language interpreter educators in the United States. Participants responded to a series of questions probing their experience as signed language interpreters, teachers, and engagement in research. Demographic information was collected to better understand how participant's social identity may affect program outcomes.

Demographics

Gender, age, racial identity. A total of 98 eligible responses were received from 80 females (81.63%) and 18 males (18.37%). The greatest number of the respondents, 32% (31), indicated they are between the ages of 45 to 54, and 90.72% (88) identified as White/Caucasian. The number of White/Caucasian and American Indian/Alaskan Native interpreter educators who responded to this survey is slightly higher than the general RID membership as reported in the FY14 Annual Report. It is also important to acknowledge that Black/African American and Latino/Chicano/Hispanic respondents were lower than data reported by RID for FY14 and FY16.

Table 1

Demographic Characteristics

<u>Demographic Category</u>	<u>Maloney</u>	<u>RID FY14</u>	<u>RID FY16</u>
<u>Sex</u>	n=98	n=10,372	n=10721
Female	81.63%	86.86%	86.18%
Male	18.37%	13.14%	13.82%
Unknown	-		
<u>Racial/Ethnic Identification</u>		n=9555	n=9955
White	90.72%	87.91%	86.88%
Latino/Chicano/Hispanic	3.10%	4.44%	5.14%
African American/Black	2.06%	4.81%	4.89%
American Indian/Alaskan Native	2.06%	1.10%	1.24%
Asian	1.03%	1.74%	1.83%
Other	1.03%		
Native Hawaiian/Pacific Islander	0.00%	*	*
Multiple Race/Ethnicity			
Unknown			

Identity in the Deaf Community. Respondents were asked to specify their identity within the Deaf community and were allowed to check more than one field. The majority, 70% (68), were hearing individuals with no familial relation to a Deaf individual (see Figure 1). Ten respondents (eight hearing and two Deaf) indicated that they were a child of a Deaf Adult.

Identity In the Deaf Community n=98

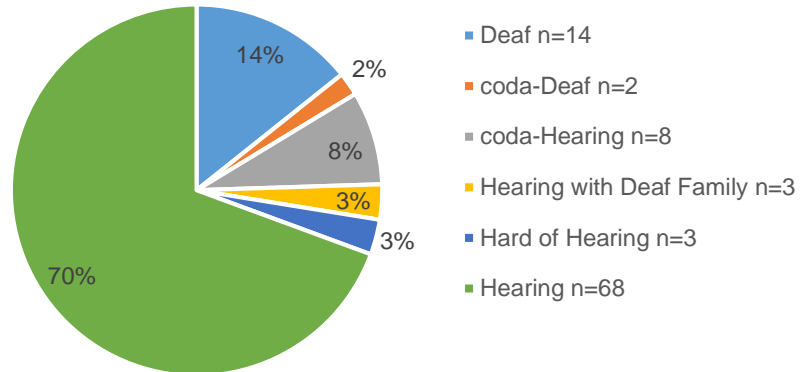


Figure 1. Identity within the Deaf Community

Geographic Location

Participants were asked to identify the region of the United States where they reside (Table 2). The states were grouped by regions in accordance with U. S. Census. The East North Central region received the most responses, 24, while the regions of West North Central, South Atlantic, and West South Central each received 14 responses. The region with the fewest participants was New England with only one respondent.

Table 2

Geographic Location

<u>Region</u>	<u>Number of Respondents</u>
East North Central: IN, IL, MI, OH, WI	23
West North Central: IA, KS, MN, MO, NE, ND, SD	14
South Atlantic: DE, DC, FL, GA, MD, NC, SC, VA, WV	14
West South Central: AR, LA, OK, TX	14
Mid- Atlantic: NJ, NY, PA	12
Pacific: AK, CA, HI, OR, WA	9
Mountain: AZ, CO, ID, NM, MT, UT, NV, WY	6
East South Central: AL, KY, MS, TN	5
New England: CT, ME, MA, NH, RI, VT	1
Total	98

Education

Participants were asked to indicate their highest level of education and the discipline in which they received their degree. Respondents could write in their degree and discipline if it was not listed. The data was then analyzed to assess patterns in subject matter per education level (see Table 3). Sixty-eight percent of the participants (66) reported their highest degree to be a master’s degree; 12.4% (12) had earned a bachelor’s; and 10.3% (10) have received a doctoral degree.

Table 3

Educational Degree and Discipline

	<u>Other</u>	<u>Interpreting/ Interpreting Studies</u>	<u>Adult Ed</u>	<u>Deaf Ed</u>	<u>Deaf Studies</u>	<u>Linguistics</u>	<u>Total</u>
MA/MS	17	17	16	12	3	1	66
BA/BS	6	4	1	1			12
PhD	5		2	2		1	10
Some Graduate	2	2		1	1		6
Some Undergrad	2						2
AA/AAS		1					1
TOTAL	32	24	19	16	4	2	97

Thirty-three percent of the respondents (32) reported their highest degree was something other than Adult Education, Deaf Education, Deaf Studies, Interpreting/Interpreting Studies, or Linguistics. Those with ‘other’ degrees obtained them in a wide variety of disciplines. Several listed degrees in fields pertaining to leadership; other degrees listed were business, English, ethics, humanities, sociology, and theology.

Respondents were asked if they had ever attended an interpreter education program. Figure 2 shows the number who reported in the affirmative was slightly higher than those who did not, 57 and 41 respectively.

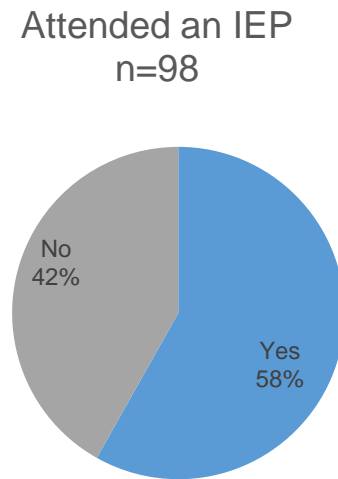


Figure 2. Respondents Attending an IEP

Respondents were then asked to identify the length of the IEP attended; they could choose from multiple options (see Figure 3). Several respondents reported attendance at multiple IEPs (e.g., a two-year program, a four-year program, as well as a graduate IEP). The data reported in the chart reflects an individual's highest IEP attended. Of the 57 who attended an IEP, 44% of the respondents attended a traditional two-year program, 25% attended a traditional four-year program, and 14% attended an IEP at the graduate level.

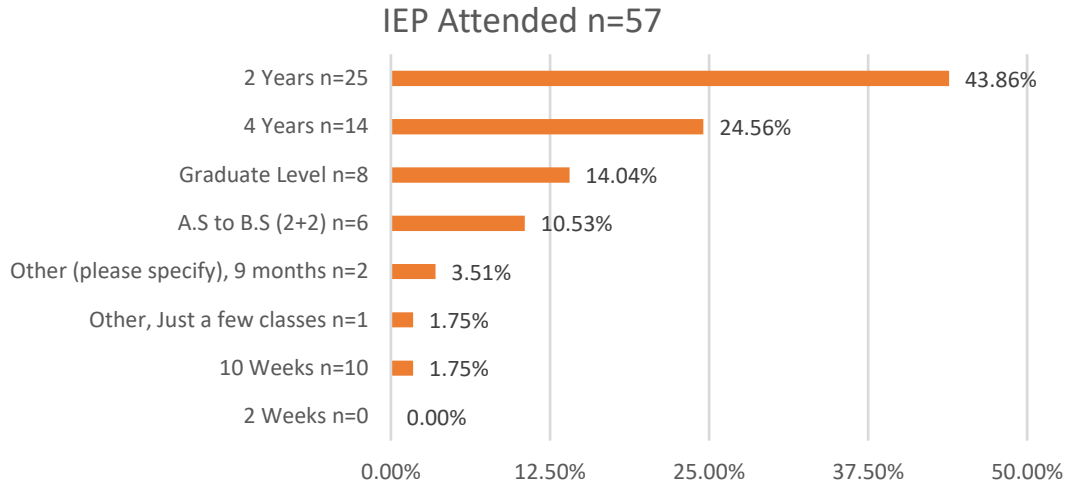


Figure 3. Length of IEP

Interpreting Experience

Respondents were asked a series of questions about their experience as an interpreter. Of the 98 respondents, 90% (88) reported to be an interpreter. Those 88 individuals were then asked to report how long they have been working as a professional interpreter (see Figure 4) as well as the average number of hours of interpreting they have done per week since 2010. The majority, 30% (26), of those who reported that they work as interpreters have 11 to 20 years of experience as interpreters and 28% (25) average zero to five hours of interpreting per week (see Figure 5).

Experience as an Interpreter n=88

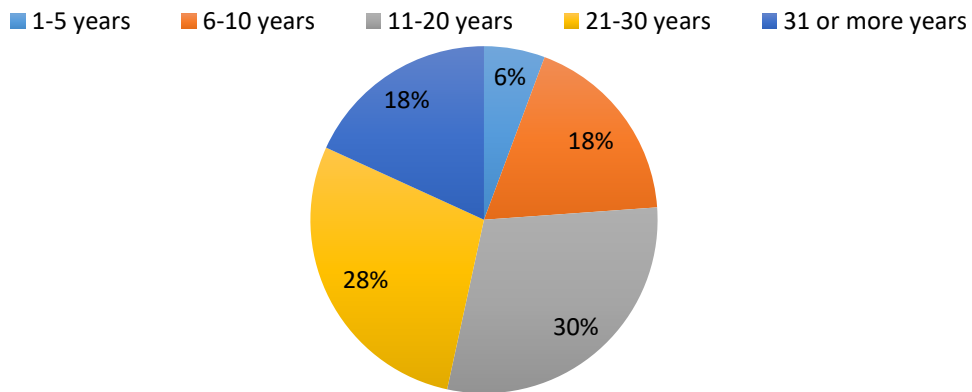


Figure 4. Years of Interpreting Experience

Interpreting Hours per Week(Since 2010) n=89

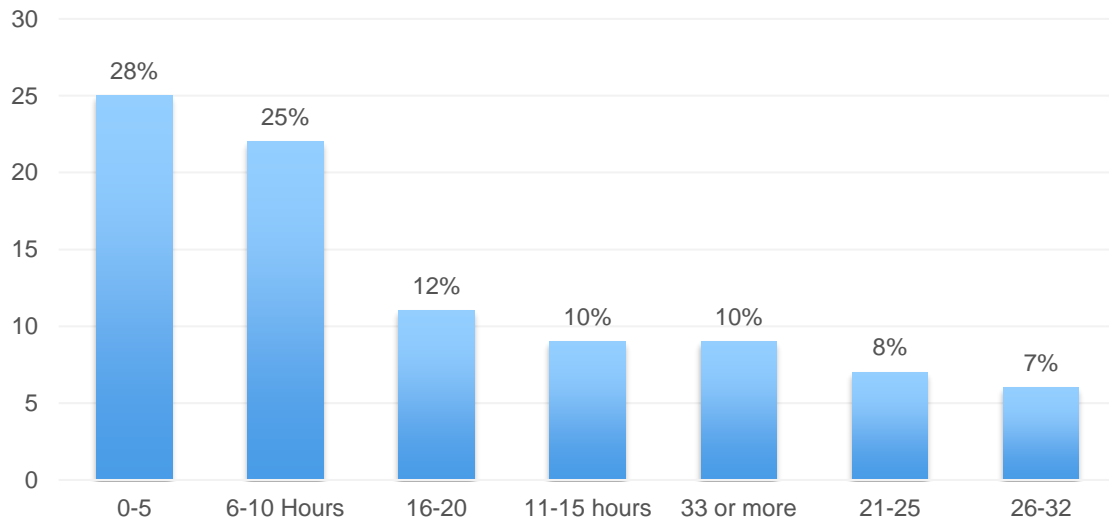


Figure 5. Average Hours of Interpreting per Week

Since this study is of interpreter educators, respondents were asked how long they were an interpreter prior to becoming an interpreter educator (see Figure 6). Most of the respondents, 35% (34) were interpreters for six to ten years prior to becoming an

educator. Twelve individuals had not worked as an interpreter before they became an interpreter educator.

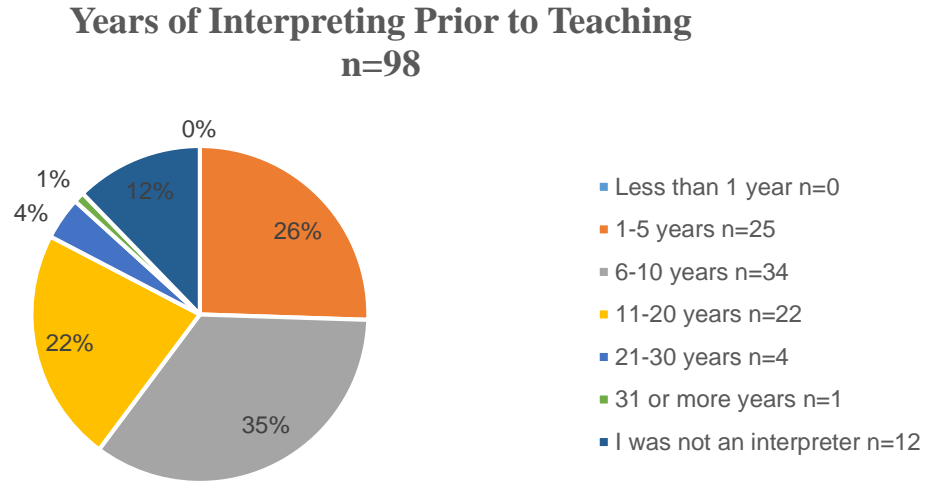


Figure 6. Years of Interpreting Prior to Teaching

Professional Credentials. Participants were asked to indicate which professional certifications they hold, if any. Respondents were given the option to select from ASLTA credential (a credential for teaching ASL) or an interpreting credential. Participants could select all applicable certifications or credentials. Of 98 respondents, 93 individuals reported holding at least one professional credential. The responses were grouped by category and are reported in Figure 7. The Certificate of Interpretation (CI) and the Certificate of Transliteration (CT) were the credentials held by the greatest number of respondents (81).

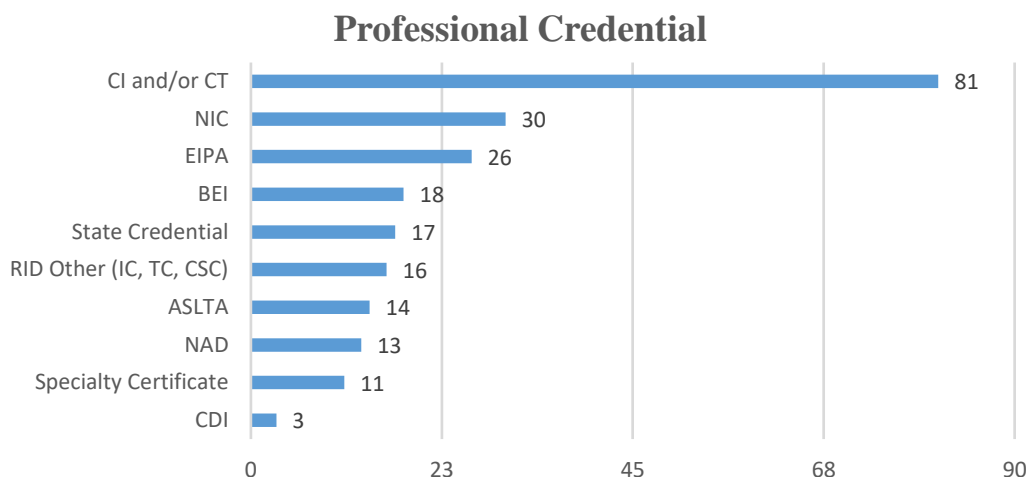


Figure 7. Professional Credentials and Certifications

The data were analyzed for respondents holding multiple credentials (62 or 63%) and individuals who held an ASLTA and an interpreting credential (6%). The data for certification and credentials were also cross-referenced with the respondent's level of education (see Table 4). The findings show that each participant with a doctoral degree held at least one certification, and 94% of all respondents possess some type of certification either in teaching ASL or an interpreting credential.

Table 4

Respondents with Professional Credentials Based on Degree

<u>Education</u>	<u>Credentials</u>	<u>Respondents</u>	<u>% Credentialed</u>
MA/MS	63	66	95%
BA/BS	11	12	92%
PhD	10	10	100%
Some Graduate Courses	5	6	83%
Some Undergraduate Courses	2	2	100%
AA/AAS	1	1	100%
None	5	-	
Total	97	97	

Organizational Membership. Membership in professional organizations can be one method of staying abreast of current trends. Such memberships can also provide

networking opportunities to members. Participants were asked to list their membership in professional organizations; they could check more than one organization and were able to write in a response not listed. Respondents reported they hold membership with RID (86%), RID Affiliate Chapter (66%), and CIT (60%).

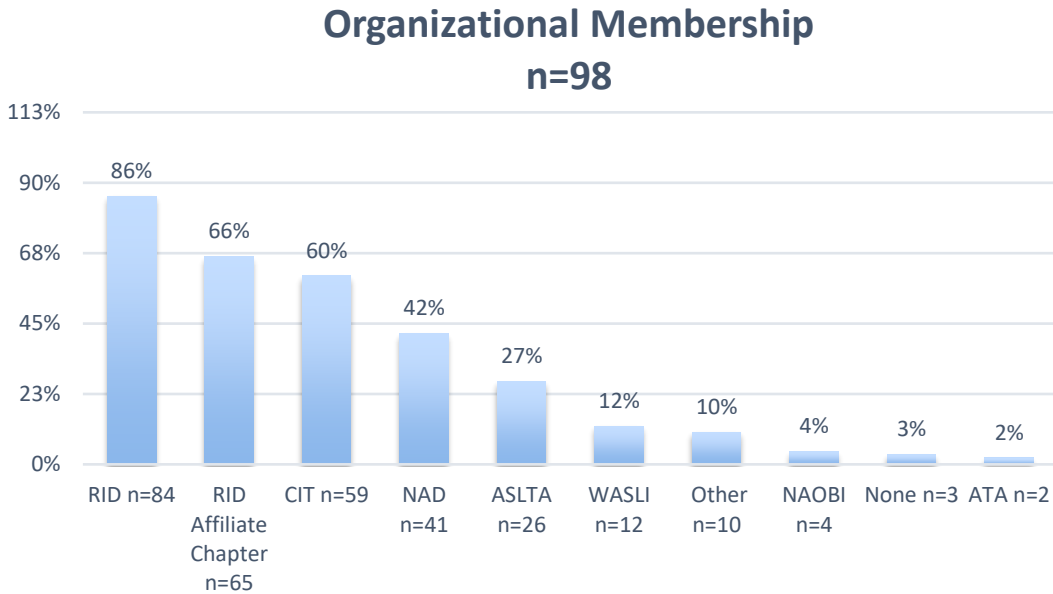


Figure 8. Organizational Membership

The data were analyzed to see the number of different organization in which respondents held membership. Figure 9 shows 29% of respondents belonged to three different professional organizations. One percent of the respondents belonged to seven and eight organizations, respectively, and 2% of the respondents did not belong to any organization.

Organizational Memberships Per Respondent n=98

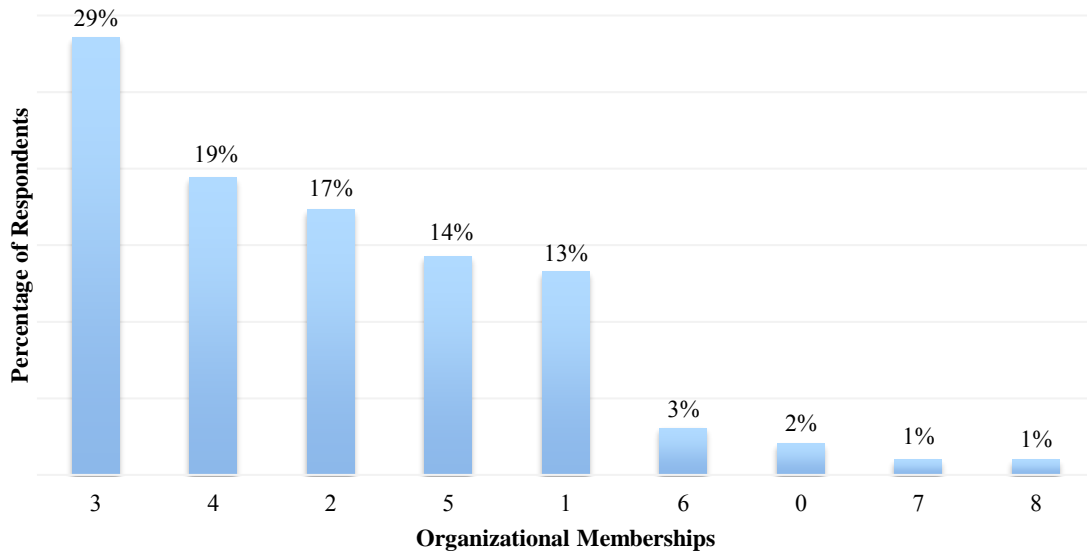


Figure 9. Organizational Membership per Respondent

The data were specifically analyzed for membership reported in CIT and ASLTA (see Figure 10) as these are the two organizations with the main mission of providing professional development training and support to those who teach interpreting and ASL courses. Twenty-six respondents reported membership in ASLTA (26.5%), 59 were members of CIT (60.2%), and 19 individuals were members of both ASLTA and CIT (19.4%).

ASLTA and CIT Membership

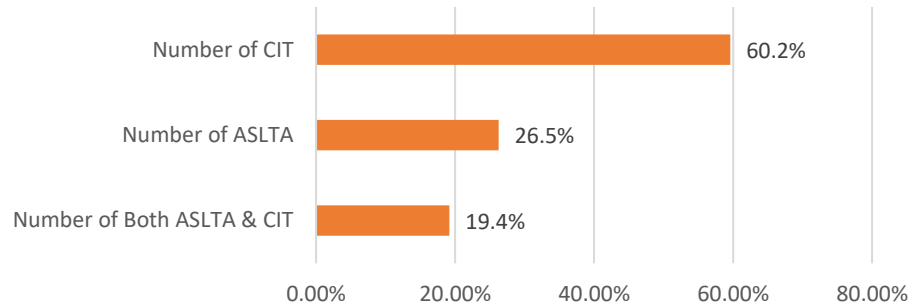


Figure 10. ASLTA and CIT Membership

Teaching

A series of questions sought an understanding of the educator’s experience in the classroom. Respondents were asked whether they taught at the graduate and/or undergraduate level and the length of time they have taught at each level. Seven out of 97 individuals reported teaching at the graduate level. Of those seven, four have taught graduate courses for one to five years. Of the 98 respondents, 94 reported teaching undergraduate courses. Twenty-seven respondents have 11 to 20 years of experience teaching, 25 reported one to five years of experience, and 22 individuals have taught for six to ten years.

Table 5

Years of Teaching and Program Experience

<u>Length of Time Teaching</u>	<u>Years Teaching</u>	
	<u>Undergraduate Courses n=98</u>	<u>Graduate Courses n=97</u>
11-20 years	27	1
1-5 years	25	4
6-10 years	22	1
Less than 1 year	8	1
21-30 years	7	0
31 or more years	5	0
I do not teach at that level	4	90

Faculty. Respondents were asked to identify their position at the institutions of higher education (IHE) where they are employed. The researcher acknowledges that the vernacular used for non-tenured employees vary according to the institution. The respondents were presented with a list of some of the more common job titles, such as adjunct, pool, contract, and so on, and they were able to check multiple position titles. The responses were then categorized into tenured/tenure-track and non-tenured. Of the 98 participants, 68% are non-tenured and 32% are tenured or in tenure-track positions.

To determine an average course load per term, participants were asked to report the number of credits they taught each semester and were given the option of writing in a response if they taught credits other than the options given. Ninety-seven participants responded to this question (33%) report teaching more than 12 credit hours per semester, 25% teach 1-5 credit hours, and 22% teach 9-12 credits per semester.

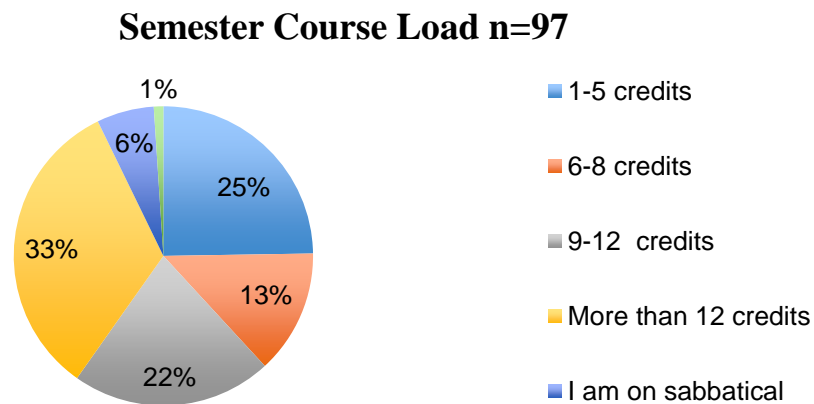


Figure 11. Semester Course Load

Curriculum. Participants were asked a series of questions pertaining curriculum development, lesson plans, courses taught, and curriculum materials. The majority of respondents, 76% (74), reported using a curriculum developed by another instructor.

When asked if they have designed their own curriculum, an even larger number, 83% (81), responded in the affirmative.

Kiraly (2000) argued that a social constructivist approach should be used in interpreter and translator education. One application of that is the ability of the instructor to modify a lesson plan to the needs and abilities of the students. When asked how frequently participants modified their lesson plans for a class within one semester, a total of 73 individuals or 75% report modifying their lesson plans as needed or weekly, 40 and 34 respectively.

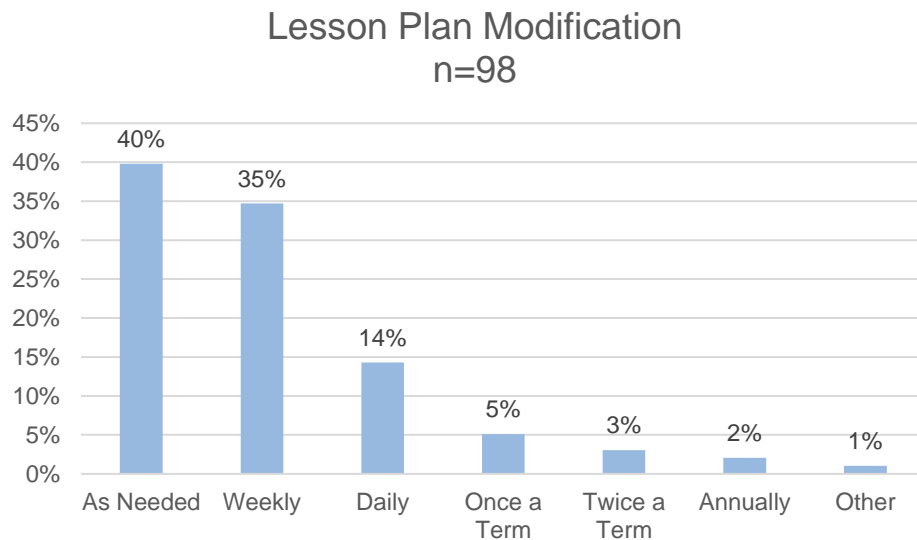


Figure 12. Modification of Lesson Plans

Courses taught. Participants were also asked to identify the courses they taught between 2010 and Fall 2014. They were provided 12 options with no limit to how many they could select. Participants were also offered the option of choosing “other” and writing in courses that were not listed. In total, participants listed more than 50 courses. Among the most frequently selected, participants reported teaching Special Topics (e.g.,

Medical, Legal, K-12, post-secondary, etc.) (62), Simultaneous Interpreting (58), ASL Courses (57), ASL-English/Sign-to-Voice (54), and English-ASL/Voice-to-Sign (51).

Course material. Respondents were next asked to choose which course materials they have used to teach interpreting. They were given seven possible course materials and were able to select more than one including the option to select “other” to write-in materials not otherwise listed. Of the choices, the materials chosen with the most frequency were *The Effective Interpreting Series* (55), *Signing Naturally* (50), *Encounters with Reality* (48), and *Demand Control Schema: Interpreting as a practice profession* (48). Nearly half of the respondents, 47 out of 98, chose “Other” as one of their selections and 11 individuals chose to write in their response without selecting from the given options. It is important to note that the responses from “other” spanned a variety of different course materials. Thirty-six responses indicated they created their own materials, utilized videos from video blogs (vlogs), TED Talks, or YouTube.

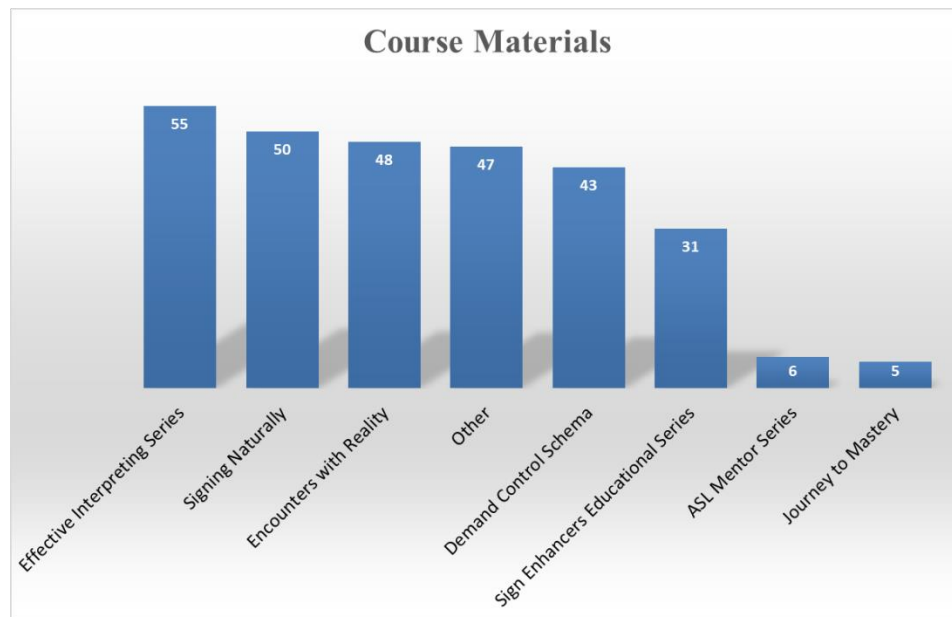


Figure 13. Course Materials

Assessment. Instruction, curriculum development, curriculum implementation is only a portion of an instructor’s duties. The instructor must also assess learning. Respondents were asked questions about the goal of their assessments given, the method used to assess their students, and which assessments they would use if time were not a factor. Participants were asked to classify their typical assessment to analyze patterns in the type of assessment educators utilized. The survey did not differentiate between assessments that were driven and mandated by the IEP/IHE versus assessments that were provided at the discretion of the instructor. The respondents overwhelmingly assess for evidence of consistent skill application as shown in Figure 14.

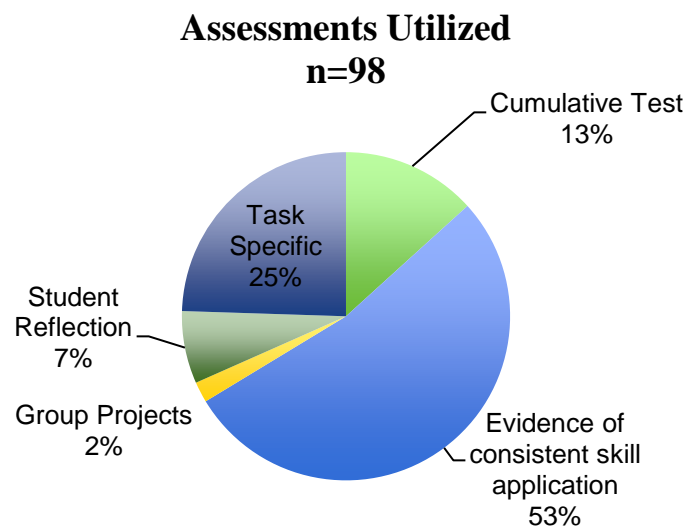


Figure 14. Typical Assessments Utilized

Respondents were then asked to select the methods they use to assess their students, and they were given the opportunity to select as many assessments as applicable. The assessment types were similarly used by participants, with the exception of Peer assessment (selected by 59 participants) and Think-aloud protocol (selected by only 23 individuals). The other six assessment types were selected by 71-87 participants.

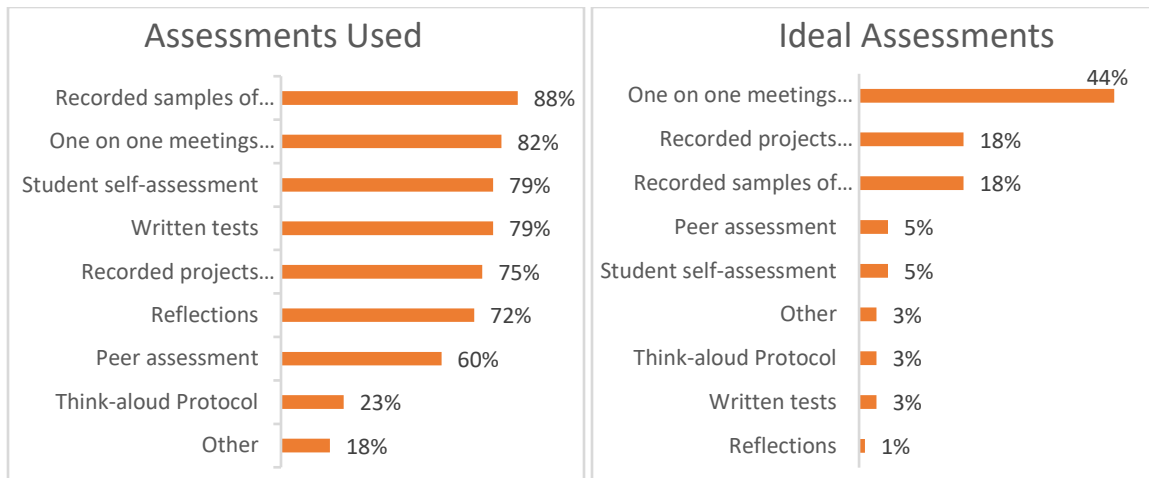


Figure 15. Assessments Used versus Ideal Assessments

When participants were asked to choose one assessment method they would use more frequently if time were not a factor, 43 of the 97 (44%) would choose to have more one-on-one meetings with the student. Though 88% of the respondents stated this is an assessment they already utilize, the responses indicate this is an area where more time would be dedicated were time not a factor. Written tests are used for assessment by 79% of the respondents, but if given a choice, only 3% of the respondents would set aside more time for written tests.

Research

Effective educators incorporate research into their teaching (Gonzalez Davies, 2005; Monikowski, 2013; Roy, 2000). Respondents were asked about their engagement in research—including conducting research, discussion, and dialogue with researchers—and how they utilize research in the classroom. The percentage of respondents who have not conducted research, published or unpublished, is slightly larger than the percentage of respondents who have conducted research, 51% and 49% respectively.

Conducted Research n=98

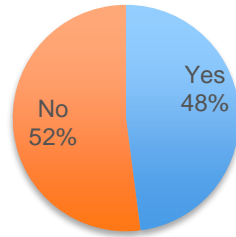


Figure 16. Research Conducted

Those who conducted research were cross-referenced with their level of education. Nine individuals (19%) had attained a doctoral degree, 31 (66%) a master’s degree, 4 (9%) a bachelor’s degree, and 3 (6%) indicated they have taken some graduate courses (see Figure 17).

Education of Researchers n=47

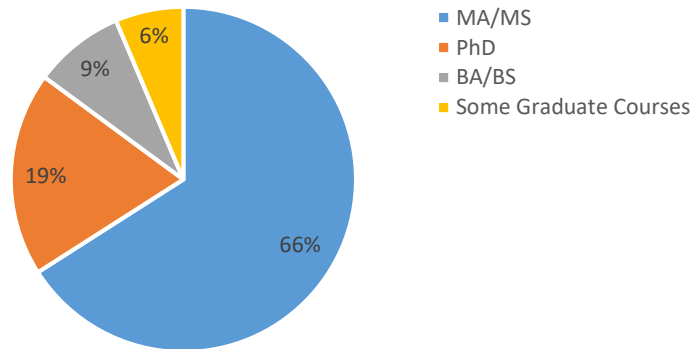


Figure 17. Education Level of Researchers

Publication. Participants who conducted research were asked additional questions about when their most recent research was completed, publication status of their research, and, if published, in which journals their work is published. An

overwhelming majority of respondents, 90%, report that their latest research project was conducted within the last five years. Of the 47 individuals who have conducted research, 59.6% (28) did so in 2013-2014 and 29.8% (14) conducted their research project between 2009 and 2012. However, only 45% (21 of 47) have published their research, leaving a majority (55%) of the research unpublished.

Published Research
n= 47

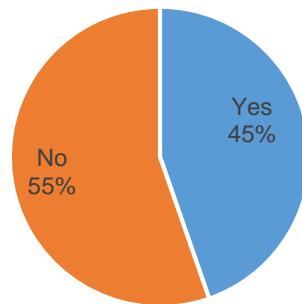


Figure 18. Published Research

Individuals who reported publishing their research were asked to name the journals where they had published their research (see Table 6). Participants were given the option to choose from seven possible publications from a list that included peer-reviewed journals as well as community publications in the interpreting/translating field. Respondents were afforded the option to choose “Other” and write in a source not listed. Researchers reported publishing in three locations most frequently: *Journal of Interpretation* (42.9%), *International Journal of Interpreter Education* (28.6%), and *StreetLeverage* (28.6%). The *Journal of Interpretation* and the *International Journal of Interpreter Education* are scholarly, peer-reviewed journals, while *StreetLeverage* is not.

Table 6

Journal Publications

<u>Name of Journal (individual)</u>	<u>Frequency</u>	<u>Frequency Percentage</u>
<i>Journal of Interpretation</i>	9	42.86%
<i>StreetLeverage</i>	6	28.57%
<i>International Journal of Interpreter Education</i>	6	28.57%
<i>Book/Gallaudet Press Interpreting Series</i>	3	14.29%
<i>Journal of Education</i>	1	4.76%
<i>ACTFL Journal American Council on Teaching Foreign Languages</i>	1	4.76%
<i>Self-Published</i>	1	4.76%
<i>Interpreter and Translators</i>	1	4.76%
<i>International Journal of Translation and Interpreting</i>	1	4.76%
<i>CIT proceedings</i>	1	4.76%
<i>Sign Language Studies</i>	1	4.76%
<i>NCIEC</i>	1	4.76%
<i>The Interpreter's Newsletter</i>	1	4.76%
<i>Gallaudet University International Symposium</i>	1	4.76%
<i>Online Digital Commons this month with plans to publish</i>	1	4.76%

Dialogue. Engagement in research is not only determined by directly conducting research. Engagement can also include discussion and dialogue with researchers. The participants were asked to report their frequency of engaging in dialogue with researchers (see Figure 19). The highest reported event was engaging in dialogue at conferences by 47% of the respondents. Twenty-two percent report doing so monthly, 13% weekly, and seven percent said they never engage in dialogue with researchers.

Dialogue with Researchers n=98

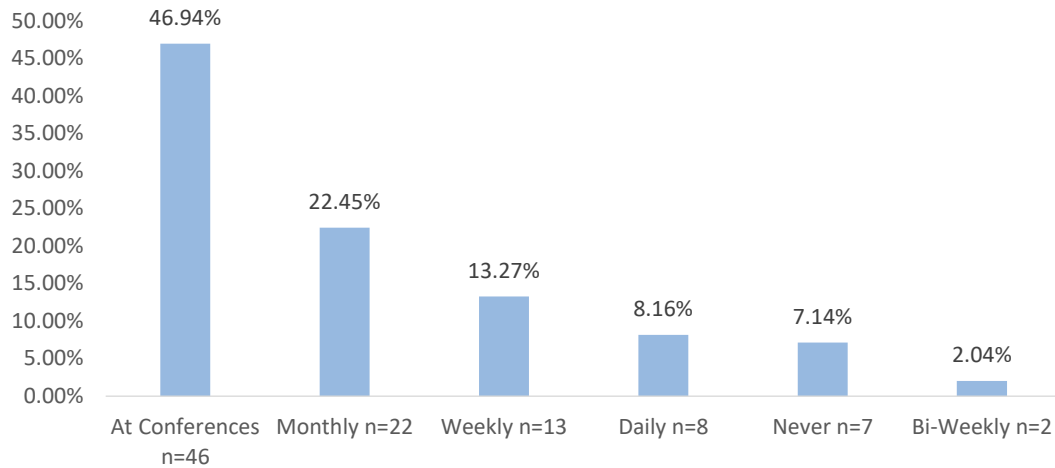


Figure 19. Dialogue with Researchers

Literature. A third way instructors can engage in research is to stay current by reading academic journals. Participants were asked which journals or publications they read to stay abreast of current trends. The list provided to respondents included academic and non-academic sources to see if participants relied on one over the other. *RID VIEWS*, *Journal of Interpretation* and blogs/vlogs were chosen by the most respondents. *RID VIEWS* and blogs/vlogs are non-academic sources. *RID VIEWS* is reviewed by a board of editors and can contain research-based articles; however, its main function is as a quarterly update of the association's activities. Blog and vlogs are not peer-reviewed and are often based in an individual's opinion; these can serve as a means to disseminate information to a wider audience, but caution should be used and data provided should be checked for accuracy. The journal published by CIT, the *International Journal of Interpreter Education*, was chosen by 30 participants (see Figure 20).

Publications as Research Resources

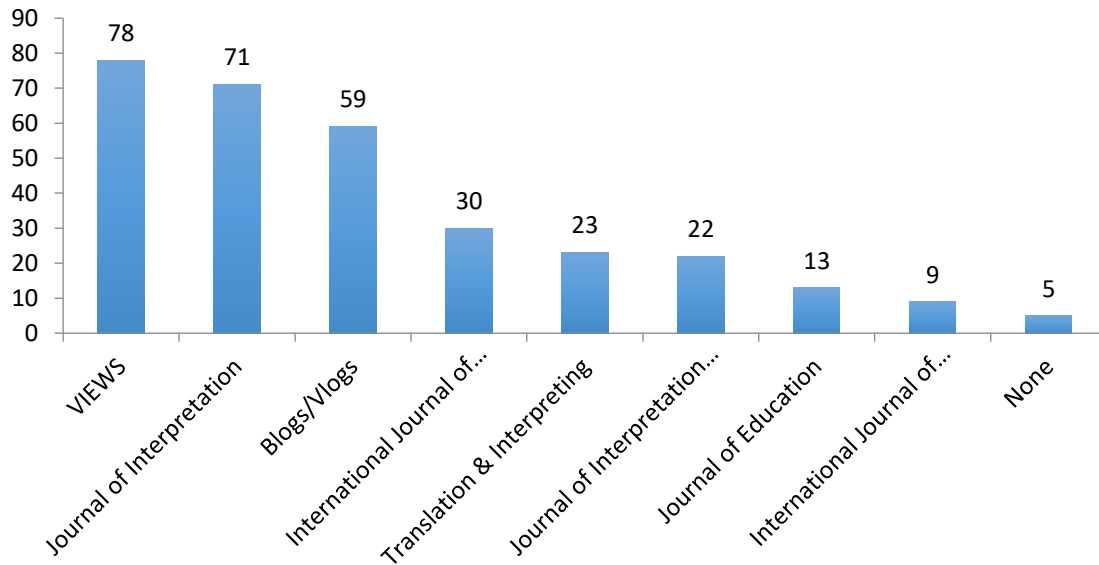


Figure 20. Publication as Research Resources

Professional Development

Respondents were asked questions about professional development as educators. A majority of respondents (72%, 71) report having a professional development plan for teaching and the same number have a philosophy of teaching statement. When asked if professional development funding was available to participants through the college or university where they were employed, 65% (63) individuals do receive professional development funds. The 63 respondents who stated they received professional development funds were then asked if they regularly used the funds available to them. Of the 56 individuals who responded to this question, 68% stated they always used the funds, 29% stated the funds were sometimes used, and 3% said they never used the available funds.

Conferences. There are several conferences in the United States and internationally designed to provide professional development opportunities to signed

language interpreters and interpreter educators. American Sign Language Teachers Association (ASLTA) and Conference of Interpreter Trainers (CIT) are conferences hosted with educators as the prime audience and have programs that are research based. Each conference is held biennially, and they are offered in alternating years. Other conferences, such as International Research Symposium and Critical LINK, are also rooted in research; however, they have not gained notoriety or prevalence in the United States compared to those previously mentioned. Other conferences available for interpreter practitioners are the National and Regional RID Conferences, NAD, RID affiliate chapter/state association conferences, and StreetLeverage-Live. These conferences offer varying amounts of research-based content. Respondents were asked which conferences they attended from 2010-2014 (see Figure 21). The conferences with the greatest attendance were the RID affiliate chapter/state-level conferences with 65 respondents reporting attendance. Fifty-six respondents attended CIT, and 52 reported attending a RID National Conference.

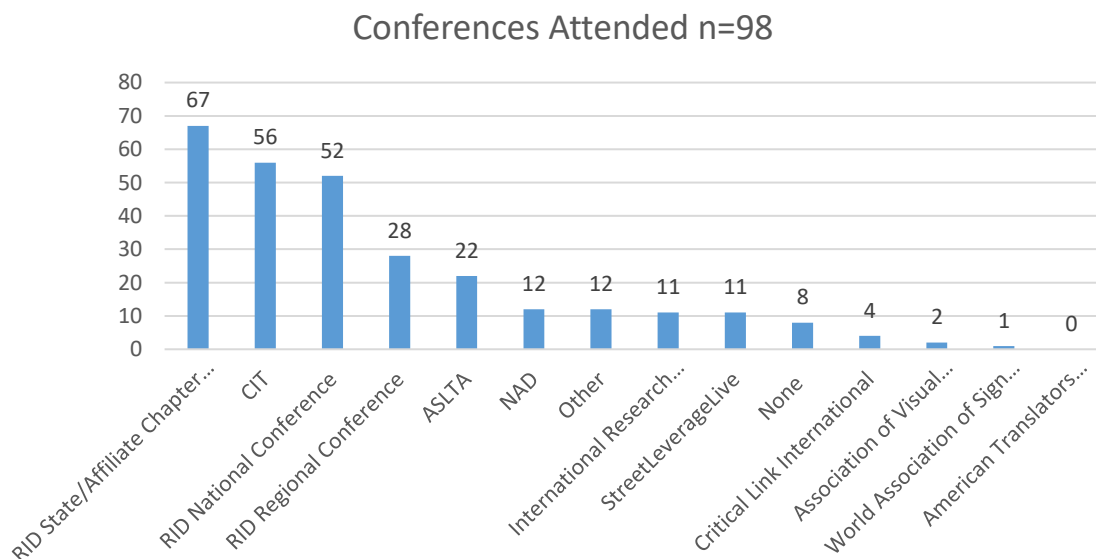


Figure 21. Conferences Attended

Technology. The advent of technology allows professionals to network with their peers virtually, and the network can be expanded beyond the limits of geography and financial resources (Angehrn & Gibbert, 2013). Online professional discussion forums are one such example. Participants were asked if they were a member of any online discussion forum for interpreters and, in a separate question, whether they belonged to an online discussion forum for teaching. Ninety-two individuals responded to each question (see Figure 22). The overwhelming majority of respondents do not belong to online professional forums for either interpreting or teaching.

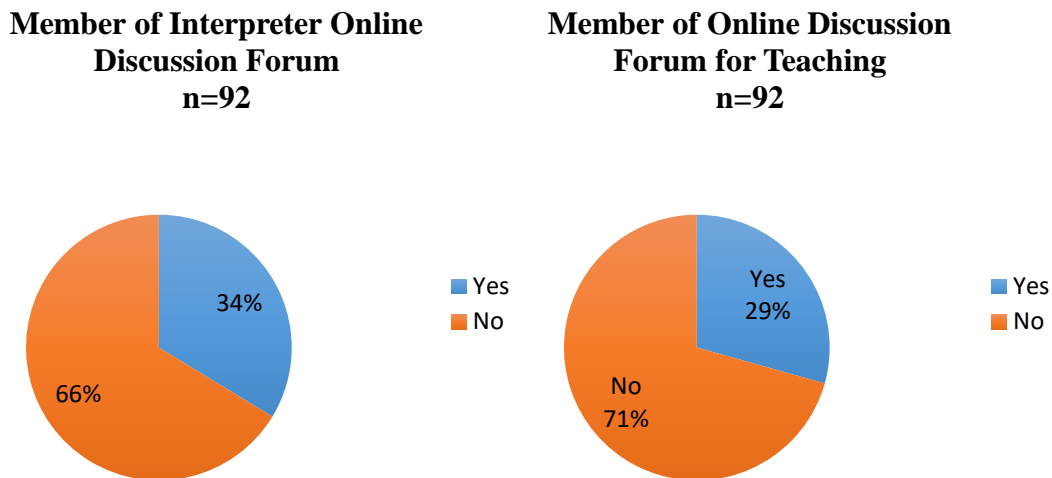


Figure 22. Participation in Online Professional Discussion Forums

Participants were asked to select up to three areas of teaching around which they would like to engage in professional development. The responses (see Table 7) show that participants are seeking professional development in the areas of assessment of interpreting (56%), curriculum development (48%), and developing student self-awareness (42%). Service learning (16%) and time management (5%) were the areas of least concern.

Table 7

Professional Development: Improving Teaching Practice

<u>To improve teaching, professional development skills</u>	<u>Frequency</u>	<u>Frequency (%)</u>
Assessment of Interpreting	55	55.56%
Curriculum Development	47	47.47%
Developing Student Self-Awareness	42	42.42%
Rubric Development	27	27.27%
Assessment of ASL	26	26.26%
Utilizing Technology	23	23.23%
Service Learning	16	16.16%
Time Management	5	5.05%

Participants were asked to provide their interest in professional development focused on teaching interpreting related skills. They were asked to choose three and were afforded the opportunity to write in a response. As shown in Table 8, the top three categories chosen by respondents were Discourse Analysis, 54%, followed by Linguistics, 32%, and Ethics, 30%.

Table 8

Professional Development: Interpreter Education

<u>Professional Development Skills</u>	<u>Frequency</u>	<u>Frequency (%)</u>
Discourse Analysis	53	53.54%
Linguistics	32	32.32%
Ethics	30	30.30%
Simultaneous Interpreting	26	26.26%
Consecutive Interpreting	25	25.25%
Models of Interpreting	24	24.24%
Teaching ASL	22	22.22%

Respondents were asked a series of questions about the support they receive from the IHE, from the program in which they teach, and from their co-workers (see

Figure 23). The majority, 42%, are invited to attend at least one staff/faculty meeting per term, with several commenting that they are not invited to staff meetings as an adjunct.

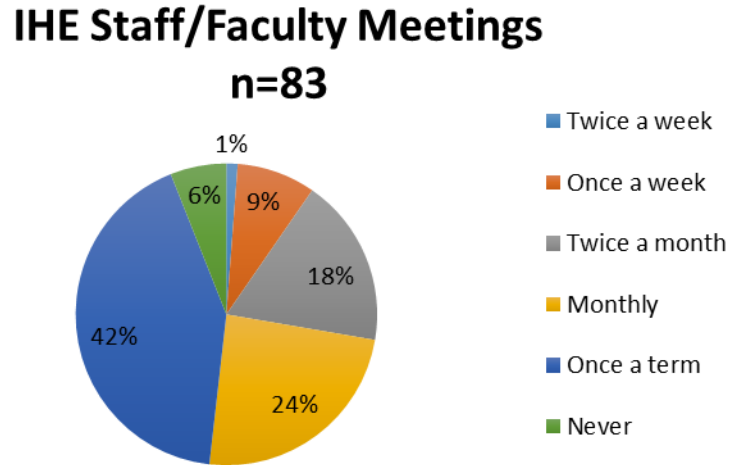


Figure 23. Attendance at Staff/Faculty Meetings

Despite the lack of an invite to more frequent program meetings, 98% (90) believe they are an effective signed language interpreter educator, 91% (84) will continue teaching, 83% (76) stated they feel supported by their peers, and 78% (72) enjoy teaching.

The data elicited a wealth of insight about current interpreter educators regarding their experience and knowledge in teaching, research, and interpreting practice. With this information at hand, an analysis of the existing state of interpreter educators can commence. In the discussion section, a premise will be established from which to assess any incongruences between theory and practice.

Discussion

The data from the survey provide information about signed language interpreter educators, their work, experience, and knowledge in teaching, research, and interpreting practice. In keeping within the critical social theory framework, this discussion critiques the information from the survey against the research and recommendations from the

literature review. In an effort to move the profession forward toward the goal of a quality education and provide a stronger foundation for interpreter educators, the discussion looks for areas of alignment, incongruency, and gaps between the recommended criteria and qualifications and what exists among current educators.

Interpreting

Monikowski (2013) stated there are three components of an effective educator: practice, teaching, and research. This study first examined interpreter educators' engagement in the practice of signed language interpreting. Engagement in interpreting indicates an understanding of the demands that will be required of their students upon graduation. The results of the study show that interpreter educators are working as interpreters. Fifty-three (53%) percent of participants report engaging in the practice of interpreting up to 10 hours a week.

Interpreter training. An interpreter educator's years of interpreting experience prior to teaching is relevant because training programs have historically been two-year or four-year programs. Until 2005, apart from the MA degree at Gallaudet, the BA/BS was considered the terminal degree for those pursuing a degree in signed language interpreting. In recent years, graduate-level programs have expanded. In 2014, there were three master's-level interpreter training programs: at Gallaudet University, Western Oregon University, and University of Northern Florida. Two additional master's programs began in 2016: at St. Catherine University and Rochester Institute of Technology. There is only one doctoral program, which is at Gallaudet University, for signed language interpreters. According to Cogen and Cokely (2015), 65% of interpreter

education programs are AA/AAS degree programs. Of the 57 respondents who attended interpreter training programs, 25 (44%) graduated from two-year programs.

When taking a deeper look at the data, 26% of the participants had been interpreting for five years or less prior to beginning their teaching career. Of that number, 30.5% graduated from a two-year interpreter education program. Instructors who are second language users, attending a two-year program, who tend to matriculate with a lack ASL fluency (Cogen & Cokely, 2015, p. 22), and less than five years of interpreting experience indicate instructors may not possess the breadth and depth of cultural and language competency as they begin their career as educators. Kiraly (2000) emphasized that instructors tend to only teach what we know and will default to replicate the teaching techniques by which they learned. If educators do not have a full command of signed language or the interpreting process, then they do not have the tools to effectively teach or assess the skills of interpreting students for they do not know what they do not know.

Teaching

The second component of an effective educator is teaching (Monikowski, 2013). The respondents are thirsty for training and learning. They want to do good work, be better educators, and have the necessary materials to train individuals to become qualified signed language interpreters. One respondent stated, “I always see room for improvement and strive not to become static but always changing with the field and seeking to improve/learn.”

Professional development. Accreditation requirements from CCIE and HLC mandate that programs hire faculty who engage in professional development in the

subject area for which they are hired to teach. The details about how they engage in this professional development are less concrete. The data show that participants do attend conferences geared toward interpreters, as evidenced by the high number of respondents who have attended RID and RID affiliate chapter conferences. Unfortunately, respondents report a much lower attendance at conferences, such as CIT and ASLTA, that are designed for the interpreter educator.

More than half (65%) of the participants report that they do have funds available to them to use for professional development (PD). This study did not explore whether those funds were used every year, and if so, what types of professional development activities the funds were put toward. It cannot be ignored that this still left 35% of the instructors without access to professional development funding from the IHE. There are online forums available for interpreters and educators. Those forums are often free to join or there is a minimal annual fee to access articles and materials. If lack of funds is a barrier to professional development, then many could be utilizing the resources available through online forums as a method for engaging and obtaining professional development.

When asked to choose which aspects of teaching the skills of interpreting they would be interested in receiving PD around, the overwhelming majority choose discourse analysis, closely followed by linguistics and ethics. The other data point worth exploring is the responses given around general teaching skills: Participants are seeking PD in assessment, curriculum development, and developing student self-awareness. The data from this study can serve as a resource for those developing professional development opportunities for instructors.

Overall, educators reported feeling supported in their work environment, but on the other hand, several write-in comments indicated the opposite. Several adjunct instructors reported not being invited or required to attend regular department meetings or program meetings and they are often left to work in isolation. One said:

My biggest complaint about my department is the lack of cohesion. All faculty (adjunct in particular) [work] in isolation and there is no set standards for how any given course is taught. Other teachers are willing to share but there is nothing organized that puts us on the same page.

When all faculty are not included in regular program and department meetings, it makes it more difficult for them to comply with the HLC recommendations that faculty substantially participate in the curriculum development, assessment of students, and assurance that the standards and quality of instructors are consistent (HLC, 2017)

Consistent with trends in higher education across the country, the majority (68%) of signed language interpreting educators hold a non-tenure track or part-time position. The lack of available tenure/tenure-track positions affects the job demands and retention of educators as evidenced by participant comments such as:

I enjoy teaching, but the pay scale for an adjunct teacher and lack of benefits like professional development is not competitive with what I make freelance interpreting or facilitating online modules through other organizations. This has been the most frustrating part of the transition as a new educator.

As this participant suggests, it is often more lucrative for interpreters to maintain an interpreting practice or provide professional development outside of an IHE than it is to

teach as an adjunct in an IHE. This may indicate a relationship between one's position at the IHE and the number of hours one works as an interpreter.

LaRocco and Bruns (2006) discussed the struggles of individuals entering teaching as a second profession. Respondents to this study validate their research and also identified the struggle of with working within the confines of an IHE as they transition to an educator as a second profession. One participant stated it eloquently: "I am an enthusiastic practitioner of interpreting; as an adjunct I struggle within the institutions I work to make improvements that I deem would not be lessened with full time permanent status (based on colleagues with tenured positions disclosures)"

The increase in graduate-level programs has impacted the demand for educators with post-graduate and/or doctoral degrees. There is also increasing dialogue about the effectiveness of two-year programs (Cogen & Cokely, 2015). The demand studies of two-year programs cause concern for job stability among those who teach in a two-year program. One participant expressed this concern in the final comments:

It's sometimes frustrating working in a two-year program when I know those will someday be a thing of the past. I worry about the potential long-term opportunity of my current position. I'm concerned too about the amount of work required, limited time, and increasing expectations of adjunct faculty and similar roles

Curriculum. Analyzing the written responses from the participants reveals a lack of peer-reviewed course materials to use in the classroom. Respondents do not report any consistency in materials used. The lack of peer-reviewed material leaves instructors to their own devices when searching for written or media related supplementary sources. Nearly half of the respondents (48%) stated they use their own materials or something

other than the options given. The respondents report wide use of publicly available videos posted on YouTube by Deaf individuals or self-made videos. These videos may be homemade videos or blogs that have not been evaluated for use of ASL linguistic features or informational videos such as TED talks. Neither source has been evaluated by academics or approved for use by interpreter education programs to provide students practice and/or examine student competency of components of the interpreting process.

To date, there is not a repository of peer-reviewed videos. If such a repository were available, instructors would be able to choose videos, articles, and other curriculum related materials tailored to the skill development and demands of interpreting appropriate to those needed for entry to practice. A repository of materials of this type would also facilitate course development, especially for a new interpreter educator. Searching for appropriate course material could constitute a large demand on the instructor's time. At least one individual stated, "I am a good imitator but (I) can't devise original materials or lesson plans on [my] own." An instructor well versed and trained as an educator has curriculum development, course development, and assessment tools available to them. When one begins to teach without those resources available then their day-to-day demands increase.

Research

The third component of being an effective educator is conducting research to contribute to and to understand the field in which you are an educator (Monikowski, 2013). Half of the respondents have never conducted research. This most likely because most signed language interpreting programs are housed in two-year programs. These

programs traditionally do not require research as part of the full or part-time instructor job requirements.

Of the 47 who have conducted research, only 45% published their research. Therefore, of the research that has been done, much of it is not being disseminated or widely shared with other educators or interpreting practitioners.

This lack of publication causes the redundancy of research and findings that Winston (2014) discussed. It also causes stagnation in interpreting education and the signed language interpreting profession.

Those who published their research choose to publish in peer-reviewed journals *The Journal of Interpretation* and *International Journal of Interpreter Education*. The third most popular outlet to publish information was in *StreetLeverage*. *StreetLeverage* is not a peer-reviewed venue, but it does reach a large audience through its social media presence. If researchers are not publishing in peer-reviewed journals, additional research should explore whether research data is being disseminating in other venues and how educators are applying the research to their teaching.

Demographics

The signed language interpreting profession is female dominant, as seen in the RID FY14 and FY16 Annual Reports (RID, 2015, 2017). As with the signed language interpreting profession, the results of this survey show that signed language interpreter educators are predominantly Caucasian females. Females are not only the majority among signed language interpreter educators, but data from educators in at least one other practice profession, social work, indicate that instructors are predominantly female as well (CSWE, 2016). When looking at the faculty demographics in academia in the

United States, women are occupying a growing percentage of the teaching positions. Females outnumber males in assistant professor and lecturer positions; however, men still hold the majority of tenured/tenure-track positions (Catalyst, 2017).

The majority (78%) were over 45 years of age, and 28% of the respondents are over the age of 55. The age demographic data along with open responses provided indicate instructors are eligible for retirement in the next 10 years and some will be retiring in the next five years. This data confirms literature stating that current educators are approaching the age of retirement (Monikowski, 2013; Winston, 2013). There is already a shortage of educators and plans should be set in place to replace the instructors without losing historical and institutional knowledge (Cokely & Winston 2008; Monikowski, 2013). Several open-response comments confirm that this is also an area of concern to interpreter educators who are approaching retirement.

It cannot be overlooked or taken for granted that the respondents are 90% Caucasian. While individuals who are Black, Indigenous, and People of Color are the minority among the general interpreter population, the representation of instructors who identify as a minority is even lower in interpreter education. This has an impact on student outcomes as well as teacher recruitment, and ultimately it impacts the Deaf consumers who will receive interpreting services. Diversity and multicultural competence cannot be adequately taught from a monocultural perspective.

Researchers emphasize the importance of Deaf interpreter educators throughout the signed language interpreter education curriculum (Ball, 2013; Cokely, 2005; Dively, 1994). Despite the need for educators who are Deaf, the results of this study show there is not a representative number of Deaf/Hard of Hearing or heritage language users

teaching in interpreter training programs. Deaf/Hard of Hearing instructors comprised 17% of the respondents. Codas, both hearing and Deaf, represented a mere 10% of the respondents. The literature shows that children with Deaf parents are bilingual, bicultural, native language users of ASL, heritage language users who have experience as a child language broker (Williamson, 2015). A relatively small representation of Deaf, Hard of Hearing, or Coda interpreter educators means the education of an interpreting student could be missing the wealth of cultural and linguistic knowledge and experience that a native user of the language could bring to the classroom.

While it is important to understand the percentage of Deaf, Hard-of-Hearing, and Coda instructors who are currently teaching, the study also indicates that many individuals enter the Deaf world and learn signed language through other familial relationships. The majority of respondents (70%) also did not grow up with a deaf family member. The participants acquired signed language as college students, for the most part, followed by learning the language in other venues such as church or theater. Overall, based on the responses received from all participants, the educators of today are vastly different compared with the early history of interpreter education when interpreter education was infused with heritage language users (Cokely, 2005). Early educators also recommended that each class be taught by one deaf and one hearing instructor (Ball, 2013; Dively, 1994). Based on the reports from participants, the signed language interpreter education system is far removed from achieving that goal.

CHAPTER 5

IMPLICATIONS, RECOMMENDATIONS

This study emerged from the researcher's desire to know the effect signed language interpreter educators have on school-to-credential outcomes, if any. This study is the first step in addressing that question. Using a Critical Social Theory framework, the researcher assessed the historical advent of interpreter education. The researchers then engaged in a critical inquiry of the literature for the recommended knowledge and skills an interpreter educator should possess according to the researchers and scholars. Once the literature and historical analysis was complete, an exploratory survey was conducted of current interpreter educators around teaching, research, and their interpreting practice. Finally, the historical information and the survey data were assessed for alignment, incongruences, and gaps between research and practice.

The results of the analysis show that signed language interpreter educators are passionate about the work they are doing and their ability to influence the next generation of signed language interpreters. Yet even with the passion and excitement, interpreter educators and interpreter education researchers are still asking the same questions that have been posed since the 1960s.

The findings show there is concern regarding the resources, training, and professional development opportunities. As one generation of interpreter educators inches closer to retirement, methods and strategies should be in place to train future educators. The summation of the data can be found in a comment from one respondent:

I learned how to be a teacher before I became an interpreter. This is part of the reason I feel effective and have stuck with it (even though I am only adjunct and get paid less than if I were spending those hours interpreting). Great interpreters do not always make great interpreter educators. I think there is a need for interpreter educator training and too much assumption that interpreting skill alone qualifies someone to teach.

Leonardo (2004) stated, “An educational movement directed by CST attempts to build on the contributions as well as to address the limitations of its predecessors” (p. 16). It is time to leverage the past to build a lasting and sustainable future for interpreter educators and interpreter education.

Recommendations

This study was successful in identifying demographic data about interpreter educators, curriculum utilization, and professional development. This study barely begins to delve into the experience of an interpreter educator. Based on the analysis of the findings the following recommendations are offered to interpreter educators and their employers for further research:

1. Conduct focus groups of interpreter educators to gain a more in-depth understanding of their needs. Questions should probe areas needed for professional development, resources for curriculum development and implementation, peer support, and their experience as instructors in institutions of higher education. Doing so will provide a needed framework for training new interpreter educators and providing support to current interpreter educators

through designing professional development opportunities and peer to peer mentoring.

2. Explore self-efficacy of interpreter educators using an already developed survey instrument to determine self-efficacy levels. Does an interpreter educator's self-efficacy contribute to student outcomes or reduce the school-to-credential gap?
3. Research what it means to be an effective interpreter educator. What does a highly effective teacher do? Look at other professions for what criteria are considered when defining 'effective instructors.' Develop criteria for signed language interpreter educators.
4. Encourage educators to publish results of action research to advance the profession.
5. Implement an annual survey of interpreter educators similar to that conducted by CSWE.
6. Conduct a similar study of those who are interpreter trainers outside of an institution of higher education.

Closing Thoughts

To move forward, it is essential to remember from where the field has come and the social and cultural events that have led to the current state of interpreter education. Researchers have done the leg work and identified the need to establish criteria for teacher qualification and curriculum standards as well as the importance of research for and by interpreter educators. The findings show that it is time to put the research into practice by setting requirements for hiring interpreter educators, developing peer-reviewed course materials, providing current instructors with effective professional

development, and encouraging instructors to engage in research. Critical social theory can be used to look at systemic norms and barriers to change, as well as to imagine a new reality for interpreter educators. Since the “gap” from school-to-credential continues to be a challenge for the interpreting field (Cogen & Cokely, 2014; Godfrey, 2011), we must look at other contributing variables, including the efficacy of interpreter educators. It is time to engage in a collective self-assessment and first address our own potential “gap”: Are interpreter educators a contributing factor to program outcomes?

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Appendix A

Census of Interpreter Educators

Consent to Participate

Dear Colleague,

My name is Sandra Maloney. I am a student in the Masters of Art in Interpreting Studies program at Western Oregon University and I am an interpreter in Michigan. I am conducting a research study to collect demographic data from current sign language interpreter educators who work in an IEP/ITP in the United States.

As an instructor in a signed language interpreter education program, I invite you to take part in an online survey that will take approximately 15-20 minutes to complete. Your contribution will help add knowledge and information about interpreter educators in the United States.

Participation in this study is voluntary and completion of the survey will serve as your consent. There is no penalty if you choose not to participate or to withdraw from the study at any time. If you choose to withdraw from the study, all data collected from you will be destroyed through deletion of files. You must be 18 or older to participate in this study.

There are no known risks to your participation in this survey.

Your responses will be kept confidential and all data will be stored on a password protected device. I will remove any personal identifiers after coding is completed in order to maintain your confidentiality. The results of this study will be used in my master's thesis, and may be used in reports, presentations, or publications but your name will not be known/used.

If you have any questions concerning the research study, please contact Sandra L Maloney by phone at 734.945.5071 or via email at: smaloney13@wou.edu or my graduate thesis advisor Dr. Elisa Maroney at maronee@wou.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Institutional Review Board at (503) 838-9200 or irb@wou.edu.

Thank you,

Sandra L Maloney

Master's student, College of Education Western Oregon University

1. What is your age?
 - 18 to 24
 - 25 to 34
 - 35 to 44
 - 45 to 54
 - 55 to 64
 - 65 to 74
 - 75 or older

2. I identify as: (choose all that apply)
 - Black/African-American American Indian/Alaskan Native Asian
 - Native Hawaiian or other Pacific Islander Latino/Chicano/Hispanic
 - White/Caucasian
 - Other (please specify)

3. What is your gender?
 - Female
 - Male
 - Transgender
 - Other (please specify)

4. My identity within the Deaf community is: (choose all that apply)
 - Coda
 - Deaf
 - Deaf of Deaf
 - Deaf Blind
 - Hard of Hearing
 - Hearing
 - Sibling of a Deaf Adult
 - Other (please specify)

5. My geographic location:
 - New England: CT, ME, MA, NH, RI, VT
 - Mid- Atlantic: NJ, NY, PA
 - East North Central: IN, IL, MI, OH, WI
 - West North Central: IA, KS, MN, MO, NE, ND, SD
 - South Atlantic: DE, DC, FL, GA, MD, NC, SC, VA, WV
 - East South Central: AL, KY, MS, TN
 - West South Central: AR, LA, OK, TX
 - Mountain: AZ, CO, ID, NM, MT, UT, NV, WY
 - Pacific: AK, CA, HI, OR, WA
 - Territories: Puerto Rico, Guam, American Samoa, CNMI

- Other: Canada, Australia, Europe, Mexico
- * 6. The highest level of education I have completed
- High School Diploma/GED
 - Vocational Certificate
 - Some Undergraduate Courses
 - AA/AAS
 - BA/BS
 - Some Graduate Courses
 - MA/MS
 - PhD
 - None of the Above
 - Other (please specify)
- * 7. At least one of my degrees is in the field of (choose all that apply):
- Adult Education
 - Deaf Education
 - Deaf Studies
 - Interpreting/Interpreting Studies
 - Linguistics
 - None of the above
- * 8. I received my highest degree in the field of:
- Adult Education
 - Deaf Education
 - Deaf Studies
 - Interpreting/Interpreting Studies
 - Linguistics
 - Other (please specify)
- * 9. My mode of entry into the Deaf community was:
- I am Deaf
 - A Deaf family member
 - High School ASL class
 - Through an acquaintance/friend
 - College
 - Other (please specify)
10. I am or have been a professional interpreter (Yes/No)
11. I have/had been working as a professional interpreter for
- Less than 1 year
 - 1-5 years

- 6-10 years
 - 11-20 years
 - 21-30 years
 - 31 or more years
 - NA
12. Since 2010, I have typically interpreted _____ hours per week:
- 0-5
 - 6-10
 - 11-15
 - 16-20
 - 21-25
 - 26-32
 - 33 or more
13. I attended an interpreter education program. (Yes/No)
14. The interpreter education program I attended was (choose all that apply):
- 2 Weeks
 - 10 Weeks
 - 2 Years
 - A.S to B.S (2+2)
 - 4 Years Graduate Level
 - Other (please specify)
15. I currently have the following professional certifications (choose all that apply):
- ASLTA Provisional
 - ASLTA Qualified
 - ASLTA Professional
 - BEI I/Basic
 - BEI II/Advanced
 - BEI III/Master CDI
 - CI CT
 - CLIP-R
 - CSC
 - Ed: K-12
 - EIPA 3.0-3.9
 - IC
 - TC
 - MCSC
 - MRSC
 - NAD III

- NAD IV
- NAD V
- NIC-A
- NIC-M
- NIC (prior to December 2011)
- NIC (post December 2011)
- OTC
- SC:L
- State Certification None
- Other (please specify)

16. I am a member of the following organizations (choose all that apply):

- American Sign Language Teacher's Association (ASLTA)
- American Translators Association (ATA)
- Conference of Interpreter Trainers (CIT)
- Registry of Interpreters for the Deaf (RID)
- National Association of the Deaf (NAD)
- National Alliance of Black Interpreters (NAOBI)
- Mano a Mano
- RID State/Affiliate Chapter
- World Association of Sign Language Interpreters (WASLI)
- None
- Other (please specify)

17. From 2010 to the present, I have attended the following conferences (choose all that apply):

- ASLTA
- ATA
- CIT
- Critical Link International
- International Research Symposium
- NAD
- RID National Conference
- RID Regional Conference
- RID State/Affiliate Chapter Conference
- StreetLeverageLive
- World Association of Sign Language Interpreters (WASLI)
- Association of Visual Language Interpreters of Canada (AVLIC)
- None
- Other (please specify)

18. I have been teaching interpreters at the Undergraduate level for:
- Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-20 years
 - 21-30 years
 - 31 or more years
 - I do not teach at the Undergraduate level
19. I have been teaching at the Graduate level for:
- Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-20 years
 - 21-30 years
 - 31 or more years
 - I do not teach at the Graduate level
20. I was an interpreter for ____ before I began teaching interpreters.
- Less than 1 year
 - 1-5 years
 - 6-10 years
 - 11-20 years
 - 21-30 years
 - 31 years or more
 - I was not an interpreter
21. I started teaching interpreters because: (choose all that apply)
- I love to teach
 - I was asked to teach
 - I want to impact the interpreting profession
 - Financial reasons
 - There was no one else available I saw a need for instructors
 - I want to give back to the profession
 - Other (please specify)
22. I currently teach at multiple interpreter education programs. (Yes/No)
23. I teach ____ credits per semester/term.
- I am on sabbatical
 - 1-5
 - 6-8
 - 9-12
 - More than 12
 - Other (please specify)

24. I currently teach in the following interpreter education programs: (choose all that apply)

- Certificate Program
- AA/AAS
- 2+2
- BA/BS
- MA
- Doctoral

25. My position at the college/university is: (choose all that apply)

- Tenured
- Tenure-track
- Contract
- Adjunct Visiting Faculty
- Full time
- Part time
- Pool
- Other (please specify)

26. I have conducted research, published or unpublished, in interpreting or interpreter education. (Yes/No)

27. I completed my last research project:

- Less than 1 year ago
- 2-5 years
- 6-10 years
- More than 10 years ago
- N/A

28. I have published my research. (Yes/No)

29. I have published my research in the following journals (choose all that apply):

- StreetLeverage
- Journal of Interpretation
- Journal of Interpretation Research International
- Journal of Interpreter Education
- International Journal of Research and Practice in Interpreting
- Translation & Interpreting
- Journal of Education
- Other (please specify)

30. I stay current in the interpreter education field by reading: (choose all that apply)

- Journal of Interpretation

- Journal of Interpretation
 - Research International
 - Journal of Interpreter Education
 - International Journal of Research and Practice in Interpreting
 - Translation & Interpreting
 - VIEWS
 - Blogs/Vlogs
 - Journal of Education None
 - Other (please specify)
31. As an educator, I engage in discussion with published researchers in the field of interpreter education and/or interpreting
- Daily
 - Weekly
 - BiWeekly
 - Monthly
 - At Conferences
 - Never
32. I have read research in the field of interpreter education and/or interpreting by the following individuals: [fillable box]
33. I have a philosophy of teaching statement. (Yes/No)
34. I have a professional development plan focusing on my teaching skills. (Yes/No)
35. In a typical semester/term I modify my lesson plan for each class:
- Daily
 - Weekly
 - Twice a Term
 - Once a Term
 - Annually
 - As Needed
 - Never
 - Other (please specify)
36. I have developed my own course curriculum. (Yes/No)
37. I have used a course curriculum developed by another instructor. (Yes/No)
38. From 2010 to the present, I have taught the following courses (choose all that apply)
- ASL Courses
 - ASL Linguistics
 - Practicum

- Internship
 - Ethics
 - Discourse Analysis
 - Simultaneous Interpreting
 - Consecutive Interpreting
 - Translation Studies
 - ASL to English/Sign to Voice
 - English to ASL/Voice to Sign
 - Special Topics (Medical, Legal, K-12, postsecondary, etc.)
 - Other (please specify)
39. I use the following materials to teach interpreting (choose all that apply):
- Patrie Series
 - Demand Control Schema Workbook
 - Journey to Mastery
 - Signing Naturally
 - Encounters with Reality
 - Sign Enhancers Educational Series
 - ASL Mentor Series
 - Other (please specify)
40. I use the following to assess students (choose all that apply):
- Written tests
 - Reflections
 - Recorded samples of student's work
 - Student self-assessment
 - Peer assessment
 - Think-aloud Protocol
 - Recorded projects throughout the term
 - One on one meetings with the student
 - Other (please specify)
41. If time were not a factor, I would use this assessment more often (choose one):
- Written tests
 - Reflections
 - Recorded samples of student's work
 - Student self-assessment
 - Peer assessment
 - Think-aloud Protocol
 - Recorded projects throughout the term
 - One on one meetings with the student
 - Other (please specify)

42. My assessments are typically:
- Task Specific
 - Cumulative Test
 - Group Projects
 - Student Reflection
 - Evidence of consistent skill application
 - Other (please specify)
43. The institution(s) where I work provides funding for professional development.
(Yes/No)
44. I have used the funding allotted to me for professional development.
- | | | | |
|--------|-----------|-------|-----|
| Always | Sometimes | Never | N/A |
|--------|-----------|-------|-----|
45. I am interested in professional development on teaching the following skills (choose three):
- Consecutive Interpreting
 - Simultaneous Interpreting
 - Models of Interpreting
 - Teaching ASL
 - Linguistics
 - Ethics
 - Discourse Analysis
 - Other (please specify)
46. To improve my teaching, I would like professional development in the following areas (choose three):
- Curriculum Development
 - Assessment of Interpreting
 - Assessment of ASL
 - Service Learning
 - Rubric Development
 - Time Management
 - Developing Student Self-Awareness
 - Utilizing Technology
 - Other (please specify)
47. The institution(s) where I teach has department staff/faculty meetings:
- Twice a week
 - Once a week
 - Twice a month
 - Monthly
 - Once a term

- Never
- Other (please specify)

48. I am a member of an online discussion forum about interpreting. (Yes/No)

49. I am a member of an online discussion forum for teachers. (Yes/No)

50. I feel supported by my peers
 Strongly Disagree Disagree Neutral Agree Strongly Agree

51. I enjoy teaching interpreters
 Disagree Disagree Somewhat Neutral Agree Somewhat Agree

52. I consider myself an effective educator
 Strongly Disagree Disagree Agree Strongly Agree

53. I will continue teaching
 Strongly Disagree Disagree Undecided Agree Strongly Agree

54. Last, tell me what else is important to know about you as an interpreter educator
 [fillable box]