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Initial Understandings of the Perceptions to the Self-Efficacy
in Interpreters Working in K-12: Potential Underlying Factors

By

Angela O'Bleness

A thesis presented to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Master of Arts in Interpreting Studies

February, 2019



**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

- Thesis
 Field Study
 Professional Project

Titled:

"Initial Understandings of the Perceptions to the Self-Efficacy"

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*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
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“A journey of a thousand miles begins with a single step.”

—Laozi (c 604 BC- c531 BC)

My journey to this culmination and completion began more than 30 years ago. I have frequently referred to myself as the “Great North America Sloth,” taking my time to arrive at this point in my education, studies, and completion and final resolve in my goals. This journey, while slow and deliberate, has afforded me many opportunities to meet colleagues and grow personally and professionally. I do not regret the steps I took along the way nor my process of discovery. Sloth-like in process and completion, not sloth-like in its meaning. In one such case, I would not have met the wonderful Fab 5 cohort: Amelia, Ann, Brenda, Colleen, Cyndi, Jen, Jenna, Royce, and Sheridan. I cannot thank you enough for the support, friendship, and laughs we shared and continue to share in this journey. Your continued support and collegiality is influential in both my personal and professional life. I am a better person now, and in ways yet to be seen, because of our interactions and friendships. I am excited and proud for each of our current accomplishments and wait in anticipation for our future contributions to the field.

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ABSTRACT

Initial Understandings of the Perceptions to the Self-Efficacy
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By

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The intent of this research is to utilize the self-efficacy construct in the profession of signed language interpretation specific to those in the K-12 environment and identify factors potentially influencing self-efficacy. Perceived self-efficacy influences the cognitive, motivational, affective, and selection processes in the behaviors of people (Bandura, 1977). Self-efficacy refers to an individual’s belief in their capabilities “to organize and execute the course of action required to manage prospective situations” (Bandura, 1997, p. 2). Research demonstrates that teachers with high self-efficacy influence successful student outcomes and persistent in teaching (Henson, Kogan, & Vacha-Hasse, 2001). In a survey of educational interpreters, participants described

conflicting responses between the self-efficacy Likert scale ratings and open-ended comments. The data revealed interpreters are highly influenced by multiple aspects of the environment. Some patterns emerged that may be substantiated by future research. This survey resulted in unexpected findings: self-efficacy demonstration and belief may reveal itself as the ability to enact professional agency in the interpreter role defined by the environmental expectations, understanding and application of interpreter role. Additional findings revealed 97% of the respondents indicated the need for more training, 50% indicated the need for being included in collaboration as a valued member of the educational team and factors included a felt need for national standardization of educational interpreters. 47% of the respondents identified the need for clearer consistent guidelines and parameters within this specialization. This represents initial understandings of self-efficacy and its potential influence on the beliefs and behaviors of those who work in the educational system.

CHAPTER 1: INTRODUCTION

Background

My journey to this topic began nearly 15 years ago with an interest in informal ethnographic studies, shared anecdotes and testimonials of educational interpreters, and the pulse of the K-12 culture within the educational system. Through reflective journaling, I had documented that many interpreters I interacted with seemed conflicted in their role; questioned their success; overall lacked confidence; experienced self-doubt related to decision-making, responsibilities, and interpreting skills within the classroom; and shared concerns of what they should be actively and consistently doing within their assigned role. Others, however, like myself, felt successful with students, actively collaborated with teachers, and felt fully engaged in the educational process related to the assigned student. I later began teaching workshops specifically designed for educational interpreters in other parts of the nation, and the same issues of frustration versus success and a theme of powerlessness would consistently arise during discussions. The question of measuring success and what it means, and quantifying this meaning for the educational interpreter, proves challenging in an autonomous field like interpreting.

Within these feelings of powerlessness, themes emerged such as student-related issues, discrepancies of interpreter role, and burnout. On the opposite side of the spectrum, others expressed feelings of satisfaction, success, continued growth, and sustainability. Instinctively, I knew it was something greater than self-esteem and self-confidence in the job. Were these feelings, positive or negative, dependent on student

behavior and outcome success, classroom environment, and teacher placement? Armed with anecdotal evidence to frame my question and support my belief of a consistent issue within the educational system, I tried to narrow this focus. I wanted to research the reasons for these varied impressions and identify the underlying factors that potentially contributed to the anecdotes through the lens of self-efficacy. Some factors I questioned were related to external influences: Perhaps interpreter's initial induction and training into the profession, certification success or failure, personal experience, or vicarious interactions prompted actions within the environment that are cohesive with the reported feeling of success or challenges in the classroom. I looked for previous research about negative or positive success in the classroom for educational interpreters but struggled to identify scholarly articles and information that demonstrated continuity with what I was looking for. While exploring the idea related to confidence and self-esteem, I read an article about self-efficacy, specifically teacher self-efficacy, and social cognitive theory and decided that I wanted to explore this concept in application to the work of the interpreter through this research.

Statement of the Problem

This research is exploratory in nature. Given that no research has previously been conducted about signed language interpreters' self-efficacy beliefs, this study is of importance. With my initial research questions and past experience guiding me, it was difficult to hypothesize and pinpoint a specific problem. I knew I wanted to assess whether self-efficacy beliefs existed as an identifiable trait for interpreters working in the educational system, and if any potential factors influencing self-efficacy emerge. Does self-efficacy have any bearing on the anecdotes and struggles shared with me throughout

the years, and my own experience? I was conscious of my own role and past guiding my perceptions of the feelings that I believed demonstrated high levels of self-efficacy and the belief they were directly related to what had contributed to my satisfaction in my 28-year career in educational interpreting.

Many testimonials shared with me prior to this study indicated the conflicting responsibilities held in the role of the interpreter caused stressors. These conflicts may begin with misunderstandings, teacher expectations, and the interpreter not wanting to disappoint those expectations then correspondingly, not advocating for their role. Consistent narratives indicate the interpreter has perceived at one time or another in their career (or was directly told) that the teacher assumed them to be responsible for the student's learning. As a result, interpreters have been requested to perform duties such as supervising in and outside of the classroom, working one-on-one with the student, tutoring or implementing the behavior plan. Interpreters have given accounts of requests, and in some instances mandates, by administration to serve as a disciplinarian for all students within a school, monitoring behaviors in the class and hallways. Other interpreters have stated feelings of success or failure based on the results of student tests or grade reports. However, putting aside noted challenges and misunderstandings, many reported feelings of loving interpreting and experienced joy working with the individual teacher, student, and school. While others stated in broad terms that even though they loved their job, the setting, lack of support, and issues revolving salary caused emotional distress and anxiety. These concurrent conflicting situations emerged due to the unclear expectations, the undefined undocumented specified role, and not satisfying or accused of challenging these assumed expectations. Some of the decisions interpreters made based

on their perception from their induction and training of the role, led to disciplinary action by administration and led to documentation as being uncooperative in evaluations. Some actions and responsibilities an interpreter may take on in one environment are acceptable, while are not tolerated in another school or classroom. It is important to note that none of the individuals who shared their stories were blaming or pointing fingers to indicate fault; however, they are acknowledging the systemic issues evident within the context of the educational environment.

From these anecdotes and my own experience, it was necessary to consider a wider scope of questions in the survey analyzing potential aspects of the influence of self-efficacy from the actual application and practice interpreters have reported currently doing in the classroom in comparison to that of the Teacher Efficacy Scale (TES). The broad questions asked in the survey supported my idea of the conflicting roles and responsibilities interpreters fulfill on a daily basis, which may impact self-efficacy beliefs or make it difficult to define. A variety of questions were considered in the survey to help support whether or not interpreters were acting on their self-efficacy beliefs in relationship to their roles and responsibilities. These questions were designed to elicit responses about the act of monitoring the interpretation and message transfer and explore whether interpreters believe they have an influence toward student outcomes and behavior. Other questions related to the impressions the interpreter in education has directly related to environmental factors and feelings or belief of inclusiveness.

The data were collected before I truly understood the importance of the design of the instrument that indicated whether the survey measures internal or external locus of control or student outcome expectancies and because of the exploratory nature of the

research, much analysis was required. It was also unclear to me whether or not interpreters understood the concept of self-efficacy and what it really meant, especially in the terms of the question that led the survey: “how much can you do?” How much can you do...may be effective to elicit an appropriate self-efficacy belief response from an instructor, but it clearly conflicts with anecdotes that suggest that many are unsure of how much can they, or should they do, dependent on a variety of situational demands. I examined the quantitative results of self-efficacy beliefs, and then I analyzed the qualitative data to characterize it between these results and the environmental factors and collective beliefs responses.

From the responses collected, I then reflected on many aspects of the questions within the survey and the responses of the internal conflicts documented in the open-ended responses. These included my questions: Should an interpreter be responsible for student outcomes and behaviors? Do any identifiable qualities and behaviors emerge to evidence an interpreter with self-efficacy? What should an interpreter in education be asked that would elicit a valid representation of self-efficacy, and how should it be defined? Interpreter services vary greatly from state to state with differences in credentials required (Stewart & Kluwin, 1996). Considerations of credentialing caused me to do additional research about the varying aspects of the interpreter role and current scholarship related to desired competencies for educational interpreters and best practices as described by the Educational Interpreter Performance Assessment, EIPA. This also required more research related to self-efficacy theory, teacher self-efficacy (TSE) (Henson et al., 2001; Tschannen-Moran & Johnson, 2001), and social cognitive theory (Bandura, 1977, 1987, 1997, 1999, 2005.)

I am glad I chose to do the survey with a broad scope of questions that also allowed for open-ended responses at the end of each section as it generated a great amount of data. This format gave an outlet for those respondents who wanted to add explanations, anecdotes, and clarification in their reasoning to their initial responses to the survey of the Likert scale. This added a qualitative portion of my analysis where data-driven themes emerged. The data revealed that behaviors and decisions upheld by the environmental influence, might serve as the predictor of the documented self-efficacy beliefs portrayed in the quantitative and qualitative responses. Self-efficacy perceptions evidenced within both internal and external factors of the questionnaire may contribute to the understanding about the role and responsibilities and their personal perceived capabilities of “How much can I, an interpreter do in the given situations?” Both internal and external influences—perceived or real—can have positive and negative pressures leading to the enacting or disabling of an interpreter’s professional agency.

Through this process and surrounding this study is the need to identify what self-efficacy means for the interpreter who works in the educational setting and demonstrated within their professional agency within the role of the interpreter while exhibiting potential self-efficacy behaviors similar to how the teacher exhibits self-efficacy in their instructor role. For purposes of this study, *Interpreter Self-Efficacy* is defined as an interpreter who, based on their own assessment of their capabilities and knowledge of the interpreter role, is able to create an equivalent message. These additional capabilities are then demonstrated in the application to diverse student linguistic needs, flexibility in interpersonal relationships, and communication expertise (Stewart & Kluwin, 1996). In addition, interpreters are compelled through their professional agency to follow the

recommendations as described by Educational Interpreter Performance Assessment (EIPA) *Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007).

The guidelines and recommendations will be explored in the literature review.

The data also suggest the importance of the collective efficacy or environment, influencing and supporting potential self-efficacy beliefs that may predict behaviors, attitudes, or impose limitations of the interpreter role. The data also revealed a potential issue facing the educational interpreting profession: the need to be more included as a valuable team member for collaboration and the need for clearer delineated and consistent standards of expectations universally, not specific to one school or district. Evidenced from the survey, respondents are in consensus for united national guidelines specific to a variety of deaf and hard-of-hearing students' needs that occur within the diverse environment for interpreters that address training, collaboration, respect, pay, and student needs. Written guidelines and recommendations to reference and resource then adopted by school district policy could alleviate stressors, support unification, cohesiveness and lead to the empowerment of professional agency.

Purpose of the Study

Interpreting, specifically related to the educational environment, is thought of as an autonomous act of language processing from English to signed language or vice versa. This includes the meaning of lessons, conversations, and decision-making based on the consideration of student age, student's linguistic ability, and awareness of the Individual Education Plan (IEP). Ideally, this knowledge guides the interpreter with the intent of creating an equivalent message between English and the signed language system that the student uses, typically between structures of American Sign Language or a more English-

based signed system. Interpreters working in the educational system find themselves in a unique arena of changing combinations of student demands and environmental situations.

There has been a great amount of research surrounding the importance self-efficacy in the educational field specific to teacher efficacy and student efficacy beliefs (Tschannen-Moran & Johnson, 2001). Research has consistently shown that teachers who demonstrate high levels of self-efficacy demonstrate greater success in the classroom, resulting in higher test scores from students, and the influence of those beliefs toward student behaviors and outcomes leads to willingness to try different approaches to challenges in the classroom (Henson et al., 2001). I wanted to explore the concept of self-efficacy with interpreters in education who work side-by-side with teachers and students in the same setting and explore measurements and potentials.

The purpose of this research is to explore self-efficacy beliefs of the interpreter in education and determine if any salient factors emerge as potential evidence of influence. I examined studies revolving the instructor to see how teacher self-efficacy was defined for them. This knowledge aided me in defining self-efficacy for the interpreter in education and the potential implications. To find meaning and measure of this phenomenon I also tried to understand it by design of the survey. It was then necessary for me to create and measure responses from a self-efficacy survey for the interpreter in education, as none currently exists. This required referencing and choosing questions to modify from multiple resources—Teacher Self-Efficacy (TSE) survey, Bandura’s (2006) Guide for Constructing Self-Efficacy Scales, and Tschannen-Moran and Johnson’s (2001) Teacher Beliefs-TSELI questionnaire—to support the documentation of self-efficacy beliefs in the signed language interpreting field targeted to those currently employed in the educational

system. The consideration of questions and modifications will be explored in more detail within the methodology and design section.

Questions guiding the investigation include:

1. What current understanding of self-efficacy do K-12 interpreters possess?
2. How is self-efficacy for the educational interpreter evidenced?
3. Are there factors (internal or external) of the interpreter role and responsibility that potentially influence perceived levels of self-efficacy?
4. What perception or belief do interpreters have toward their influence related to their role and responsibilities and influences toward student outcome, behavior, and success?
5. What guiding principles are interpreters using for decision making in the classroom?
6. What feelings do interpreters perceive about the environment in which they work and its potential influence?

These guiding questions led me through the examination of the survey responses, bearing in mind the differences between interpreter and teacher. The responses gathered during the examination were grouped through a coding method of thematic analysis. The techniques of Braun and Clarke (2006) proposed a six-phase approach to understanding the responses in each section of the survey. One of the important factors I considered is the close proximity and environment in which the interpreter conducts his or her work alongside the instructor and the relationship they have with each other. The interpreter, like the teacher, interacts directly with the students in the classroom with the main responsibility of sharing the load of the message between teacher and deaf or hard-of-

hearing student. The phenomenon of message transfer and shared perceptions of self-efficacy is yet to be explored within self-efficacy research. The implications may potentially have far-reaching ramifications to student performance outcomes and self-preservation techniques.

If teacher self-efficacy has proven to be a significant influence on sustainable practice, motivation in improving teaching techniques, and student success, what correlations of the self-efficacy role have an impact on the interpreter's approach? What could this mean toward current practice, future training, and job satisfaction? If scholarship and empirical evidence identifies benefits that could enhance educational practices and alleviate issues present within K-12 interpreting, then school district administrators and interpreter training institutions have a justification for professional development opportunities related to self-efficacy intervention and training.

This research could serve as a catalyst to promote discussions of empowerment and professional agency of the role of the interpreter in education with school districts, teachers, and the professional educational interpreter. It could also serve as a unification of knowledge, understanding, and awareness of the struggle of professional discretion influencing the practices that actually occur in the classroom. The awareness of the current practices could initiate professional and organizational conversations regarding expectations and responsibilities within the role, beginning with the foundational trainings in Interpreter Training Programs. When united in agreement and expectations this adds congruency to specified guidelines required by the school districts. This knowledge and practice can then support a construct that serves to benefit the students

who depend on the services of a signed language interpreter and promote well-being and success in the classroom and beyond.

Theoretical Construct

Without the literature related to the topic of confidence in interpreter role or capabilities in knowledge and skill that investigates the self-efficacy of interpreters to guide me, I sought to understand self-efficacy theory and social cognitive theory through the lens of the teacher. When I first began looking into self-efficacy of interpreters, the only studies I came across were conducted on the influence of self-efficacy with students in Korea, China, and the United Kingdom. This research was not supportive to my question related to educational interpreters as it is specific to interpreter and translator *students* who are linguistically fluent (Ivars, Catalayud, & Fores, 2014; Lee, 2014; Yan & Wang 2015). I chose to analyze the data through a three-pronged lens, the first of which is self-efficacy theory derived from social cognitive theory. Through this framework, I investigated self-efficacy principles from the perspective of the interpreter in the K-12 education utilizing Bandura's (1977) self-efficacy theory. I also analyzed data through the lens of demand control schema (DC-S; Dean & Pollard, 2013) and the framework of best practices as described in the Educational Interpreter Performance Assessment (EIPA) *Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007).

Social Cognitive Theory

The framework of social cognitive theory derived from social learning theory reinforces the process of how changes in behavior occur through different modes and environmental sources rooted in reinforcing cognitive stimulant (Bandura & Adams, 1977, p. 288). The cognitive stimulant is a mechanism that promotes coping abilities

through “creating and strengthening expectations of personal efficacy” (Bandura, 1977, p. 193). Henson (2001, as cited by Ferreira, 2013) stated, “people are capable of human agency or the intentional pursuit of courses of action” (p. 9). Teachers with higher levels of self-efficacy intentionally demonstrate their belief that behavior will lead to creating positive classrooms, providing more support through implementing programs, strategies, exhausting resources, and providing more communication and emotional support to the student (Goddard, Hoy, & Woolfolk Hoy, 2004). Individuals have the power to function and improve their own potentials through “a network of reciprocally interacting influences” (Bandura, 1999, p. 169). The interpreter as an agent has the ability to reinforce professional agency in their role comparable to that of the teacher where they can intentionally strengthen their own personal self-efficacy. Self-efficacy is demonstrated in the behavior and actions of the individual. Comparable to that of a teacher, an interpreter who demonstrates high levels of self-efficacy would implement a variety of strategies for meaning transfer. This may include exploration and research of appropriate resources related to knowledge of the subject, and monitor the message by responding to the student’s reaction of the message and demonstrate responsiveness to the various needs of the students in which they interact.

The impact that Bandura’s triadic reciprocal determinism model has on agency can be seen in the model (see Figure 1). This model is based on the assumption of human agency and the interplay of dynamics between environmental demands, the individual/interpreter, influencing the behavior (Bandura, 1987). According to social learning theory, people are motivated by both the external environmental and autonomous internal factors. Human agency is created and governed by self-efficacy

beliefs and influences our choices and efforts (Bandura, 1977). The educational environment is likewise affecting interpreters cognitive, emotional, and behavioral actions and decisions.

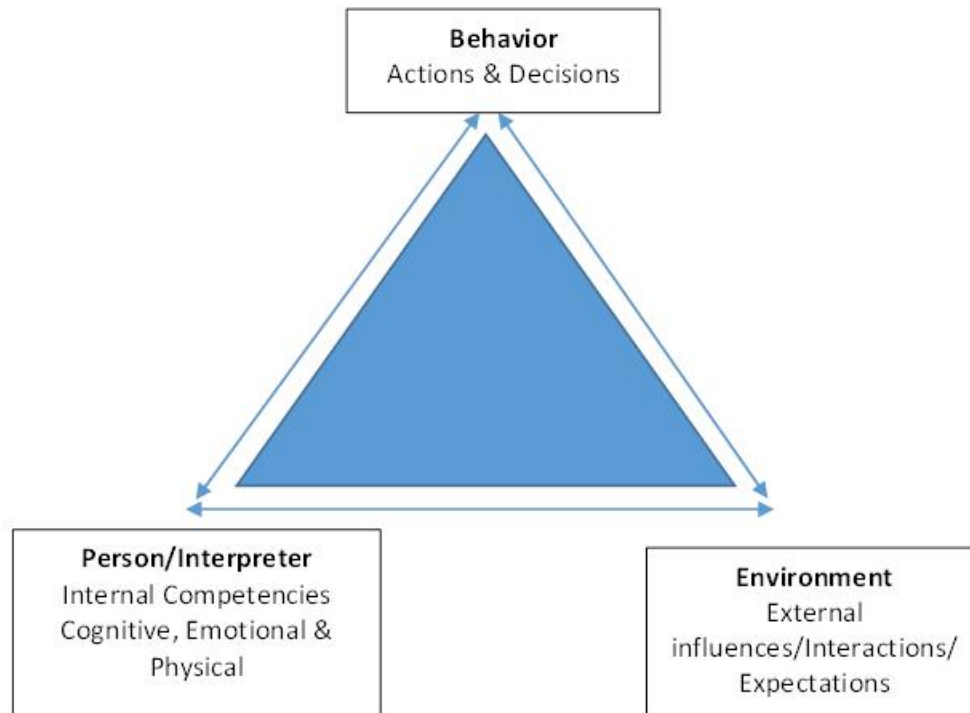


Figure 1. Bandura's (1986) Triadic Reciprocal Determinism

Self-efficacy Theory

Self-efficacy, as defined by Bandura (1997), encompasses the “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). Individuals with high self-efficacy measurement set goals for themselves and demonstrate motivational qualities driving toward achievement of these goals (Bandura, 1989). Interpreters with high self-efficacy may additionally exhibit behaviors and demonstrate these motivational qualities and goals by attending workshops and actively pursuing professional development opportunities, or they may set goals of higher education and certification. They would use resources and scholarship as a reference (EIPA) and advocate for the student or self. They may also challenge

themselves in other venues other than education, like video relay interpreting (VRS), video remote interpreting (VRI), or community work. Bandura (1977) described two components in self-efficacy theory: outcome expectancy, “a person’s estimate that a given behavior will lead to certain outcomes,” and efficacy expectations, “the conviction that one can successfully execute the behavior required to produce the outcomes” (p. 193).

Demand-Control Schema Theory

The Demand-Control Schema (DC-S) is a theoretical framework that promotes reflective practice through the assessment and evaluation of demands of the setting. Through the process, this enables the interpreter to identify personal stressors that emerge in the production and contextual practices of signed language interpreting. The use of DC-S in the field of interpreting is becoming a common practice and language to analyze the work from this framework. If an interpreter does not possess the necessary tools or controls to adjust to the scenario of interpreting for a student or the needs within the K-12 arena, the stress experienced by the interpreter is increased, potentially effecting self-efficacy. Dean and Pollard used Karasek and Thorell’s (1992) study of job-strain and latitude of decision-making. The framework is designed to examine the salient aspects of demands of a job, in this case the work of the educational interpreter. As defined in this study, interpreters who work in education as a specialization respond to the requirements, demands, scenarios, or job descriptions delineated by the varying school districts across the country. Through the lens and application of DC-S as the common language emerging in the field of signed interpreting, I analyzed the effects of potential controls and

demands as documented by the respondents and domains that may affect interpreter self-efficacy emergent in the theme.

Best Practices

A third lens of analysis was also be considered through this study: the framework of best practices as prescribed by Educational Interpreter Performance Assessment (EIPA) *Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007). The purpose is to compare the responses regarding actual practice in the classroom and the recommendations documented in the EIPA guidelines. Through this three-pronged analysis of the educational interpreter through the theoretical frameworks described, I sought to analyze themes and patterns that supported my consideration of the underlying factors that contribute and influence self-efficacy of interpreters in education.

Strengths and Limitations of the Study

There are several strengths and limitations to the current study. Overall, the data provide insight into the minds of educational interpreters and their initial reactions to the questions related to self-efficacy beliefs and documentation of their qualitative responses revealing themes and factors in the data. A notable limitation is that the modified survey is heavily influenced through the lens of the instructor, since it is modeled after a teacher efficacy survey. By comparison, an instructor has more freedom in their own classroom with decisions in what they “can do” enacting their professional agency as they are expected to be responsible for teaching the class, imparting knowledge and expected to influence students. Based on the initial understanding and past anecdotes of role conflict, I attempted to keep similar questions within the interpreter survey. The intent was to stretch the measure of teacher efficacy questions to the interpreter, maintaining a

narrowed conceptualization of the construct of the original TES see end of Appendix A while changing wording from teacher to interpreter or toward a focus between interpreting the message and its influence. The interpreter may potentially demonstrate self-efficacy through responsibility for student success, interactions with students while engaging with student and teacher, managing the interpreted message, and identifying environmental influences. It is reasonable to believe that in some instances, depending on the situation and student, an interpreter may feel more likely to have higher levels of self-efficacy toward student outcomes interdependent of the demands and the controls an interpreter possesses.

Additional limitations is the challenge identifying the potential factors that influence self-efficacy beliefs. The vast amount of information that was generated by the survey cannot be discussed within this thesis in this short amount of time. Another factor is the nature of data analysis, since, as always, the researcher can have an impact on the study (Hale & Napier, 2013). My experience as a certified K-12 interpreter employed in K-12 settings for 28 years guided my understanding of the data, including the belief that my past feelings of success are more than self-confidence and self-esteem, but self-efficacy does have relevance to the interpreter. Other factors guiding my understanding of the role of the interpreter in education include my bachelor's degree in K-12 ASL-English Interpretation. To graduate with the degree, this required me to complete a documented portfolio of 36 entry-to-practice competencies related to educational interpreting (Witter-Merithew, & Johnson, 2005). A final factor influencing my perception of the data include my K-12 Certification through the Registry of Interpreters for the Deaf.

My knowledge of the profession and role, education related to educational interpreter, and experiences can be a strength and a limitation in the coding the data. It can serve to validate respondent reports in identifying the conflicts in data responses and decisive comments related to the roles and responsibilities in the classroom. Within my biases is my belief in the importance of consistency in the role of the educational interpreter, which evolved during my formative years of experience and education. A final but determining limitation is that self-efficacy or the “how much can I do” for interpreters has not been defined in terms by the field or in any study. The survey questionnaire was developed and disseminated before I realized the importance of conclusively identifying how self-efficacy may reveal itself for the interpreter in education. This understanding and the survey responses will influence my ability to identify self-efficacy or define what it is not.

Definition of Terms

Autonomous Internal Factors: The internal strengths and weaknesses that an interpreter exhibits. Influencing factors may include years of experience, certification level, cognitive, motivational, affective, and selection processes or interpreter controls.

American Sign Language: Often referred to as ASL, the official language of the American Deaf Community and one of many signing systems used in the educational system.

Collective Efficacy Belief: A group’s or school environment’s belief in its capabilities to organize and execute courses of action required to reach a specific goal (Bandura, 1997). The belief they as a group can make a difference in the lives of children and everyone in the team matters.

Demand Control Schema: A framework and common language for understanding the complexities of the work of interpreting described by Dean and Pollard (2013), based on the initial work of Karasek (1979) and used for reflective practice.

Educational Interpreter: A person employed full-time in a public or private school within the United States and provides the service of interpreting or transliterating for students who are Deaf, who are hard-of-hearing, or who have cochlear implants but also need interpreter services.

Efficacy Expectations: The conviction that one can successfully execute the behavior to produce certain outcomes. The interpreter's conviction in their ability to interpret the message to produce certain outcomes (student related understanding, message transfer, and the understood responsibilities of the interpreter role.)

External Locus of Control: A person may attribute the successful events in their lives and outcomes to environmental factors, such as luck, fate, other people, or some other type of intervention outside of their control (Rotter, 1966). Interpreters with an external locus of control blame outside forces (teacher, environment, role limitations) for success or failures related to their roles and responsibilities.

Internal Locus of Control: People who base their success on their own work and believe they control events and their outcomes (Rotter, 1966). An interpreter with an internal locus of control believes he or she can positively influence the interpreted message and influence student understanding.

Mastery Experiences: Actual successful performances and physiological affective states from which people partially judge their capabilities, strength, and vulnerability to dysfunction (Bandura, 1997).

Meaning Transfer: Taking a source language and making an equivalent message or meaning into the target language.

Outcome Expectations: A person's estimate that a given behavior will lead to certain outcomes.

Physiological and Emotional Affects: States from which people partly judge their capability, strength, and vulnerability to dysfunction (Bandura, 1997); lead to negative or positive judgments of one's ability to complete the tasks.

Professional Agency: The capacity the professional interpreter has to act independently and make his or her own free choices based within the structure of the educational system.

Self-Efficacy Belief: People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986).

Teacher Efficacy: A teacher's judgement of his or her capabilities to bring about desired levels of student engagement and learning and their own motivation towards personal growth.

Triadic Reciprocal Determinism: A model composed of three factors that influence behavior: the environment, the individual, and the behavior itself (Bandura, 1987).

Vicarious Experience: Gained by observing others perform activities successfully, also called modeling; it can generate expectations in observers that they can improve their own performance by learning from what they have observed.

CHAPTER 2: LITERATURE REVIEW

The *Standard Practice Paper: An Overview of K-12 Educational Interpreting* calls interpreters a “critical part to the educational day for children who are deaf and hard of hearing” (RID, 2010 p. 1). The credentialing body of the Registry of Interpreters for the Deaf (RID), drafted the *Standard Practice Paper* (SSP) with the intent to support and establish qualifications an interpreter must possess in order to service the needs of the student who utilize interpreting services within the K-12 setting (RID, 2010). With the intent served, it is impossible for the SSP to identify the myriad of situations and environmental demands that may arise within the context, nor can it account for the diverse linguistic, emotional, and cognitive student needs that an interpreter may address. Research has demonstrated a current conflict into the understanding and application to the role of the interpreter (Pöchhacker, 2016) and inconsistency continues to permeate the field and identifying tools to address its application are varied.

The past struggle for professionalization of the interpreting profession has a direct link to the conflicts that exist for educational interpreters. Currently there does not exist an established adopted set national standard for educational interpreters— influential to mitigate the unclear expectations and evolving requirements to work in the system. Consistent changes may cause stressors and conflicting responses for the interpreter working in this setting. Awareness of the different expectations of the role of the interpreter (by the state, school district, administration, the teacher, and by the interpreter’s perception) and understanding of their own responsibilities will be an

influential factor for the interpreter's behavior and control options. The vast array of internal and external factors within the educational system may have a significant impact on an interpreter's general self-efficacy and collective efficacy beliefs.

Cognizance of these aspects can be detrimental or desirable toward self-efficacy beliefs in enacting abilities that influence an interpreter's professional agency depending on the individual. In order to have some understanding of the self-efficacy beliefs of an interpreter working in the educational system, I attempted to understand the phenomenon through an evaluation of efficacy of teachers. Through this analysis, it is evident that factors have contributed to burnout. Correspondingly, when efficacy is high, educators show greater persistence with positive effects on student mastery, fostering creativity and a sense of autonomy (Goddard et al. 2004). Interpreter and teacher relationship is comparable: they both have direct communication with students and are both part of the educational system. The educational system is an immense entity that provides public, private, and home-schooled opportunities. According to the U. S. Department of Education (2008), the local level is at the heart of the primary and secondary levels. The local arena enforces state laws and policies as well as develops and implements their own educational policies. They hire and supervise professional teaching staffs, provide training and utilize funds through taxes. They also establish their own individual school goals and mission statements. An overwhelming amount of factors will contribute to influencing an interpreter's ability to enforce their professional agency and can be an indication of the varying diverse expectations between states, local level, and districts.

The Influence of History

The profession of interpreting is relatively new, and research in the field is consistently emerging. Much of the discussion about interpreter practice, professionalism, and principles of interpreters began in the early 1960s (Cokely, 2000). Even more recent within the interpreter profession is the specialization of educational interpreting (1975). Research in educational interpreting proves even more nascent as the struggle for professionalism and growth continues to be of discussion and concern. The event of PL 94-142 factors into the induction of those working in the educational system at that time. Interpreters were not trained in the specialization as “educational interpreters” (Ball, 2013). Since 1975, the passage of PL 94-142—the Education of All Handicapped ACT (now known as Individuals with Disabilities Education Act or IDEA)—created a significant increase and an unexpected demand for interpreting services as students who were previously educated by the traditional state residential schools were now entering the mainstream. The rapid increase and need of employment for interpreting services created a market disorder (Witter-Merithew & Johnson, 2004) and the field was unable to answer the call from school districts nor address training issues or provide qualified interpreters. Witter-Merithew and Johnson (2004) reported that many individuals who accepted jobs as educational interpreters “were uninformed about the profession, and could not satisfy the performance standards as set initially by RID” (p. 22). It has been 15 years since Witter-Merithew and Johnson’s (2004) report, while research and improvements are evidenced (EIPA standards adopted) the profession as a whole is still facing a national crisis related to training and quality of service.

The history of the induction of K-12 interpreters into the profession of interpreting and early research related to interpreting within K-12 settings is limited. There were no, formal intense courses offered related to the specialization of K-12 in interpreter training programs during that time (Ball, 2013). The profession and credentialing body of interpreting was unprepared and unable to respond to the diverse needs required in a complex educational system or provide the educational guidelines as to the applied practices of an interpreter in K-12 (Witter-Merithew & Johnson, 2004). At the time of this research, of the 17 accredited interpreter education programs listed by the Registry of Interpreters for the Deaf (RID) (2018), only one currently offers a minor in educational interpreting. One (of 17) programs offers a major in educational interpreting and only three other institutes requires one or two courses related to educational interpreting. This lack of progress and unpreparedness to issues related to education will limit interpreter knowledge, deaf mainstreamed programs and school districts' understanding or expectations within the roles and responsibilities as a related service provider.

While progress in standardization of testing with minimum state requirements has advanced, interpreters vested in the education of a student work in a system where uncertain and fluctuating variables influence decision-making toward meaning transfer and additional responsibilities within the classroom that will likely include tutoring (Schick, 2007). Reemphasizing the testimonials from interpreters have indicated responsibilities that in addition to working as an aid/tutor, other responsibilities include being a disciplinarian to students and supervising lunch and outside recess. Without clearly delineated guidelines or training, an interpreter in the same school and district

may likely conduct their actions and approach the role very differently. The ambiguity of expectations and external factors may influence perceptions of their own ability or self-efficacy beliefs.

Guidelines and practices within the school district vary for those working as interpreters and may create conflicts between role, responsibility, ethical considerations, as well as expectations from the educational team and their knowledge of interpreter role (Cokely, 2000; Seal, 1998; Stewart & Kluwin, 1996). A report of emerging trends in interpreting (Cogen & Cokely, 2015) noted the unprecedented changes in the educational needs of individuals who are Deaf or hard of hearing. Within the last 30 years, early intervention at birth occurs for hearing loss through newborn hearing screening, where medical professions offer parents the option for a cochlear implant. Evident in number there has been an increase of cochlear-implanted students with linguistic differences and needs in comparison to deaf or hard of hearing students. Educational policy and approaches must change to address these specified educational needs and advancements in technology. These environmental demands will likely effect interpreter approach in addressing these needs. Deaf individuals are a sociolinguistically diverse population with distinctive and complex communications needs based on culture, socioeconomic, language, emotional and educational needs (Cogen & Cokely, 2015). These students' needs and ever-evolving changes influence the current interpreting workforce and vicariously guide their knowledge, ability and approach, job role, and motivation to address these challenges (Cogen & Cokely, 2015). These early struggles and consistent changes may have had a direct impact to the lack of progress in training, standardization, and addressing the difference needs in the specified job of educational interpreting.

Teacher Self-Efficacy: Why Believing in Yourself Matters

The concept of self-efficacy, a component of Bandura's Social Cognitive Theory, has been widely used and analyzed within educational research for the past 40 years (Zee & Koomen, 2016). Self-efficacy, as described by Albert Bandura (1997), refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Since Bandura's (1977) seminal paper, "Self-Efficacy: Toward a Unifying Theory of Behavior Change," the subject has become important in many different topics in psychology. Social cognitive theory connected with self-efficacy theory, according to Bandura (2005), emphasizes how cognitive, behavior, personal, and environmental factors interact to initiate motivation and behavioral change. This focus relates to an individual's self-assessment and analysis of his or her abilities or calculated personal inventory related to performing a particular task or expecting a specific outcome. Self-efficacy is not to be mistaken as a general personality trait; it is specific to a domain set and task (Bandura, 2008). Social cognitive theory proposes the idea of efficacy expectancy, the individual conviction that a person can organize actions to perform a specific task, while outcome expectancy is placed on the individual expectation and the likelihood of performing it to the level desired (Bandura, 1986) and the likelihood of the behavior leading to a specific outcome.

When analyzing self-efficacy within education, the research conducted on teacher self-efficacy implies that TSE is relevant to adjustment outcomes within a classroom. Zee and Koomen (2016) conducted an analysis of 165 articles and found that studies suggest, "TSE is linked to student academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being,

including personal accomplishment, job satisfaction, and commitment. Negative associations were found between TSE and burnout factors” (p. 1).

General self-efficacy shapes how an individual approaches goals, tasks, and challenges, and it governs perceptions of personal abilities or skills (Bandura, 1977). As Bandura and many other researchers have demonstrated specifically within education, self-efficacy determines the goals individuals choose to pursue, how they can accomplish those goals, and how they reflect upon their own performance (Bandura, 1977). This implies that teachers are more likely to work through challenges they face within the environment, supporting a student’s learning, managing disruptive student behavior, and influencing student outcomes. Zee and Koomen (2016), in their compilation of research, identified consistent patterns within the survey measurement tool and the importance within the design of the questions. The wording of the questions and the specificity of the tool is a foundational component of studies as it reveals whether an individual has an internal or external locus of control and source outcome expectations.

A number of additional studies have explored the influence of teacher self-efficacy beliefs on student success in school (Muijs & Rejnolds, 2001; Ross, 1992; Tournaki & Podell, 2005). Teacher’s self-efficacy beliefs may influence a student’s achievement in many ways, including autonomy, utilizing classroom management techniques and strategies of teaching (Chacon, 2005; Woolfolk, Rosoff, & Hoy, 1990). Parallel to the phenomenon of teacher self-efficacy, signed language interpreters are responsible to facilitate communication and information between teachers and students who are deaf or hard of hearing; they also work closely with the educational team and closely with the student. The relationship between student achievement and success was

noted in an investigation conducted by Ross (1992): When coaches had more contact and encouraged their students, the students made consistently higher achievements within the classroom. It is likely, but inconclusive, that interpreter self-efficacy could promote interpreters who are autonomous in their responsibilities to utilize strategies of meaning transfer, interpreting techniques, and access to resources and collaboration opportunities. Higher levels of self-efficacy have motivated teachers who are more effectively utilizing resources, making connections in class, tutoring, interacting with students (Bandura, 1986, 1997). It is suggested, that higher levels of interpreter self-efficacy could have a similar influence on student achievement and success in influencing interpreter's approach to work satisfaction and outcome success.

Self-Efficacy Development: Teacher to Interpreter Lens

Self-efficacy beliefs are an important aspect of human motivation, behavior, and belief, and they influence the actions that can affect satisfaction in life (Bandura, 2008). Bandura's basic principle suggests that individuals express a higher interest and involvement in activities for which they have high self-efficacy, and they are less likely to engage in activities they do not (Van der Bijl & Shortridge-Baggett, 2002). The earliest research focused on Rotter's (1966) locus of control theory, suggesting that levels of self-efficacy are determined through internal or external explanation for outcomes of tasks and/or responsibilities. Rotter (1966) divided teacher attitudes into two categories: nature and nurture. Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) described it as:

Teachers who concur that the influence of the environment overwhelms a teacher's ability to have an impact on a student's learning exhibit a belief that reinforcing of their efforts lies outside their control or *external* to them. Teachers

who express confidence in their ability to teach difficult or unmotivated students evidence a belief that reinforcement of teaching activities lies within the teacher's control, or is internal. (p. 3)

Within Bandura's (1977) definition of self-efficacy, he identified it as the belief in personal capabilities toward a given achievement. Most theories based on Bandura's premise are influenced by two factors: efficacy expectation and outcome expectations. The interaction of the factors is demonstrated in Figure 2.

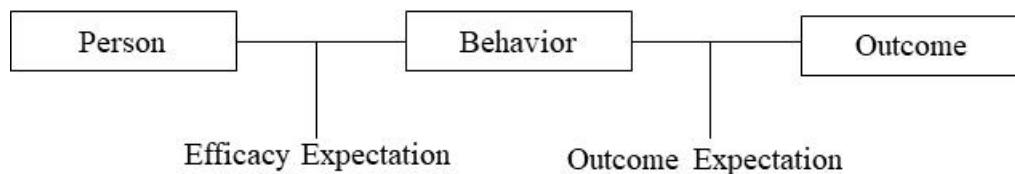


Figure 2. Bandura's (1977) Model of Perceived Self-efficacy as a Process

Bandura described that self-efficacy can be developed through four different sources of information and through 14 different modes of induction (Bandura, 1977; see Table 1). Early training, mentoring, experiences, and vicarious interactions during the induction period of the interpreter and their own emotional state to these experiences will have an impact influencing their self-efficacy ability. Studies have indicated that teacher self-efficacy has been associated with teacher persistence when encountering challenges (Gibson & Dembo, 1984; Podell & Soodak, 1993), work-related personal commitment and sustainability (Evans & Tribble, 1986), as well as willingness to try new theories, teaching techniques, programs, and support positive behavior in students (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Guskey, 1988). According to Bandura (1977), performance outcomes or experiences are the most important source and

development of self-efficacy. The negative and positive experiences during a specific task can influence the perceived ability to perform. If an individual has performed well and feels successful at a previous task (interpreting), he or she is more likely to feel competent to perform well at a similarly associated task (Bandura, 1977). This indicates the importance, as success for the individual interpreter may vary based on how they feel within the role, the perception they have on their interpreted message, if that message is understood, and whether they believe that message has a direct impact toward the student's success. While teaching is not interpreting, the management of meaning transfer links to designing an equivalent message that attempts to match the source of the message, instruction intent, and affect (verbal expression and subtle nuances) of the teacher.

Table 1

The different sources and modes of induction of self-efficacy

<u>Source</u>	<u>Mode of induction</u>
Enactive mastery experiences/ performance accomplishment—Having a successful firsthand experience of the task	(1) Participant modeling (2) Performance desensitization (3) Performance exposure (4) Self-instructed performance
Vicarious experiences—Watching someone having success with a task	(1) Live-modelling (2) Symbolic modelling
Verbal persuasion—Someone trying to verbally persuade a person to do a task	(1) Suggestion (2) Exhortation (3) Self-instruction (4) Interpretative treatments
Physiological and affective states—Emotional feelings about a task	(1) Attribution (2) Relaxation, biofeedback (3) Symbolic desensitization (4) Symbolic exposure

Taken from Bandura (1977)

It is reasonable to conclude that an interpreter who demonstrates self-efficacy behavior will, in the face of challenges that affect student's ability to understanding of the message, be able to complete the following as stated by Educational Interpreter Performance Assessment (EIPA) *Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007, pp. 1-9). They will monitor, modify, and match the student's linguistic level of the interpreted message and monitor student comprehension. They would be capable of trying different approaches (tutoring, communicating concerns, reinterpret) to ensure student understands, supporting positive student behavior, and encouraging students to actively participate in discussions and social interactions. The interpreter will continue professional development related to education and diverse student needs. Interpreters will also demonstrate self-efficacy with preparedness to subject content, lessons, teacher goals, and awareness of the student's Individual Education Plan (IEP). Interpreters will also demonstrate ability and willingness to develop a collaborative relationship with the instructor and student's educational team. The consideration and concept of self-efficacy as applied from the influences of high or low measures of teacher self-efficacy point to the potential transference of interpreter's influence to student achievement and the interpreter's overall satisfaction and sustainability in a high demand job.

Collective Efficacy and Its Influence

When examining the interpreter's beliefs, collective efficacy cannot be overlooked, as this influence is context specific. Interpreters work in a wide range of settings and grade levels, from large public schools and deaf programs to working as the lone isolated interpreter in a rural school district. The collective sense of efficacy in an

educational setting is the sense that the faculty believes it has the capacity to achieve meaningful student learning within the construct of the environment (Bandura, 1977). This could include obstacles that challenge learning or working collaboratively. Collective efficacy is defined by Bandura (1997) as, “a group’s shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment” (p. 447). Goddard (2002) developed a tool to measure the collective efficacy within the educational setting, and researchers found that when strengthening teacher confidence in teams, student achievement is reflective of this intervention and support (Adams & Forsyth, 2006). When negative beliefs pervade the school culture, professionals do not pursue courses of action to advance education or implement strategies prohibiting the activation of professional agency. Tschannen-Moran and Barr (2004) indicated that communities might stop trying to advance integration techniques, lower their expectations for student achievement, and display satisfaction with the status quo. They also indicate a culture of blaming may permeate.

External factors guiding self-efficacy beliefs have a strong influence within the environment and specific to placements. By nature of the role, interpreters must learn to adapt year after year to different teaching styles, the service a student requires, and the Individual Education Plan (IEP). Interpreters may need to adapt to variations in teaching environments, students, and the population at large that are inherent in those settings or program philosophies. As the interpreter is not the instructor of the classroom but is still entrenched in the rigor of the classroom, school, and district, collective efficacy influence requires a different perspective, in terms of how it directly influences the self-efficacy beliefs of the interpreter within the context.

Interpreter Role Confusion and Influence

Since interpreting began in the early 1960s (Ball, 2013; Fant, 1990), the roles and responsibilities of the educational interpreter continue to be a source of discussion and confusion (Cogen & Cokely, 2015). Role confusion and responsibility is one external factor that potentially influences interpreter's decision-making ability. Higher or lower measurements of self-efficacy can play a major role in how an individual approaches goals, tasks, and challenges (Bandura, 1977). Exploring and identifying best practices within the role potentially serve as a potential precursor to the development of consistent self-efficacy beliefs within the role; this could provide valuable information for the interpreter to incorporate self-evaluative and reflective techniques into practice.

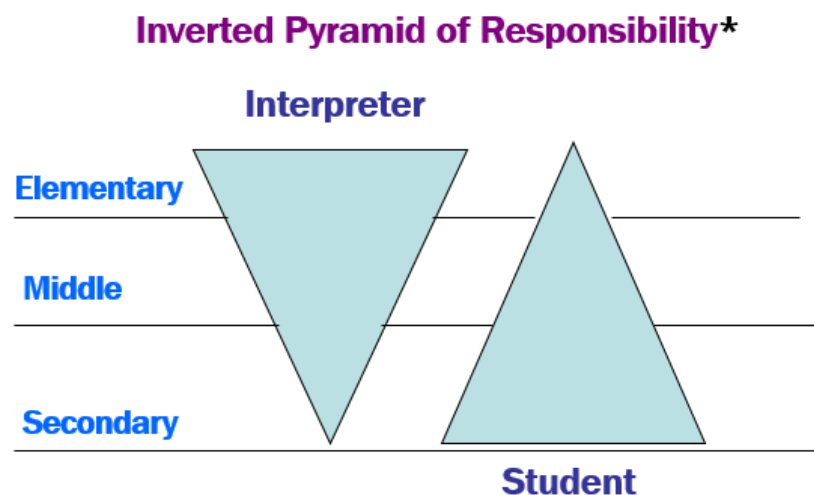
Uncertainty and conflict has been evidenced in testimonials and anecdotes between interpreters, teachers, students, and administrators describing the tasks, roles; the responsibilities they perform consistently vary. Pöchhacker (2016) described the interpreter role as an ongoing topic of discussion for the interpreter community and practitioners. It has now been over forty years since PL 94-142 and these challenges and similar discussions continue to resurface. The variances occur between the expectations of the individual interpreter, teacher, student, assigned school culture, district job guidelines, and misunderstandings of state or federal requirements of certification, as well as the recommended learning outcomes of initial training. Most recent scholarship related to educational interpreting emphasizes the importance of the duties, responsibilities, knowledge, language skill, and competencies of those who work in the educational system (Anitia & Kreimeyer, 2001; Johnson, 2005; Jones, 2004; Schick, n.d).

Signed language interpreters employed in the educational system are typically assigned to a student who requires signed language services, and they physically work side-by-side with instructors in the same classroom. They are mainly responsible for transferring the meaning of the curriculum, lesson, and intent of teacher to the deaf or hard-of-hearing student. Constant shifts occur within the educational system due to evolving state standards (e.g., common core) and creation of curriculum and academic content. These shifts account for numerous new approaches, strategies, and techniques frequently introduced by the instructor to the learning environment. School districts and instructors implement new plans, techniques, and programs yearly. Testimonials and anecdotes indicate that interpreters are not always well-informed to their purpose or even privy to these changes. Education-specific background knowledge and schema is required for an interpreter to make application for an effective interpreted message (Patrie & Taylor, 2008). Knowledge of content and competency skills are required, and they affect the approach and consideration of sign choice and linguistic ability when working with children who use signed language as their main mode of communication. Without these clear guidelines of the role and knowledge of the content, curriculum, and standards, the implications for an individual's self-efficacy and collective efficacy beliefs are unclear.

Task Analysis of an Interpreter in Education Defined

Interpreting means to convey a message from signed language to spoken English, and from spoken English to sign language (RID, 2016). Frishberg (1990) explained that interpreting is the process of changing the message produced in one language simultaneously, but the prominent characteristic is the live and immediate transmission. Variations in a classroom setting and student needs of signing include signs that follow

English syntax. Thus, the term “interpreting,” in K-12 settings, can also refer to transliterating between two codes of English: spoken and signed (Jones, Clark, & Soltz, 1997). At times, interpreters will be directed by the IEP regarding the language modality to utilize during the course of the day, lessening the ability to assess situations as to meaning transfer and effective equivalent message. Additional requirements working in the K-12 system include additional duties, and depending on the age of the student, responsibilities may differ greatly between each grade. As students advance in age and grade level, the interpreter nurtures independence and ideally promotes autonomy for students through gradual release of responsibility (see Figure 3).



*Figure 3. Inverted Triangles of Responsibility (Davino, 1985, p. 113) Picture credit: taken from *HandBook for Personnel Serving Students Who Are Deaf or Hard of Hearing*; Louisiana Department of Education.*

An identifiable sense of self-efficacy may be difficult to identify regarding how much an interpreter can do based on the dependency of the environmental demands such as age and grade of as student. Davino (1985) wrote that the responsibility of the interpreter is much greater when students are young and the responsibility will continue to release as the student takes on more responsibility in the advancement of years. The

goal of promoting autonomy and fostering independence can influence self-efficacy beliefs and guiding principles of what an interpreter is expected to do.

The interpreter-specific role will also include additional responsibilities within the educational system. This may include interpreting for hearing peers who do not use sign language, educational support staff, teachers, and administrators. The duties and responsibilities may also require interpreting large school assemblies and celebrations, after-school events, programs and meetings for deaf adults or parents of children also attending the school. Interpreting effectively includes all skills applied to any content and contextual nature specific to the educational environment (Patrie & Taylor, 2015).

Influential External Factors to Self-Efficacy

In order to understand self-efficacy related to interpreters employed by the school district, it is important to understand the external factors that may create challenges or growth opportunities for the individual educational interpreter practitioner. An interpreter's assessment of any given situation and action may vary depending on the individual interpreter and the controls they possess. Consideration of the wide array of demands within the given setting is essential. Impeding factors may consist of the goal of the environment: the interplay of interactions, and relationship between students, teacher and student, teacher and interpreter, and interpreter and deaf or hard-of-hearing student (Dean & Pollard, 2013). Meaning transfer will require knowledge and skill competencies with the confident employment of controls addressing the ranging demands (i.e., sign choice, interactions with teacher/student, interpreting work and efforts to apply strategies toward equivalent message) and supporting the goal of the environment. This could,

indeed, affect self-efficacy or performance outcomes. Soft skills are important attributes; they support these interactions personally and professionally.

As asserted by Bandura (1997), self-efficacy originates from four sources: mastery experience, vicarious experience, verbal or social persuasion, and emotional state. According to Tschannen-Moran et al. (1998) teacher efficacy is established through these means. Parallel to the sources of development, through authentic successful interpretation, the self-perception of ability is shaped through mastery and the emotions related to those experiences. A teacher may observe another educator (Protheroe, 2008) and feel more confident. This process, for the interpreter, ideally would be observing a successful interpretation with the intent of utilizing additional tools and strategies for an effective interpretation. Protheroe (2008) suggested that verbal persuasion is also an important factor for teachers. Interpreter mentors could emphasize these techniques while providing constructive and recommendations for ways to improve message transfer toward an effective interpretation.

Meijer and Foster (1988, as cited by Ashton & Webb, 1986) identified that greater teacher efficacy enables instructors to be more constructive when analyzing student mistakes and less likely to refer a difficult student to special education or discipline. Clinically speaking, a child who is deaf or hard of hearing is labeled under the guise of special education, which may be an additional factor when assessing decisions that are made by both teacher and interpreter. Those who interact daily with the educational interpreter have shared testimonials and frequently compare the role to that of a teacher's assistant or helper. The misconceptions that exist of the roles and responsibilities of those

employed by the school district may yet reveal another factor influencing self-efficacy beliefs and interventions may prove beneficial in this area.

When considering additional influential factors guiding an interpreter's ability to enact agency or self-efficacy, it is important to understand the outside organizations and credentialing bodies who to define the educational interpreter role as this could be a precursor toward external influences. One such credentialing body for interpreters, The Registry of Interpreters for the Deaf (RID), made recommendations through the *Standard Practice Paper: An Overview of K-12 Educational Interpreting* (SPP). The SPP states this related to interpreter responsibility (RID, 2010, p.1):

Educational interpreting is a specialty requiring additional knowledge and skills. In the classroom, the instructional content varies significantly, and the skills and knowledge necessary to qualify an interpreter vary accordingly. In the primary grades, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies, and language arts, and should have an understanding of child development. At the secondary level, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately and meaningfully. (p. 2)

Another outside influential source guiding the interpreter in practice is the Educational Interpreter Performance Assessment (EIPA, n.d.) website:

The context of educational interpreting and the responsibilities placed on the interpreter are very different than those in the community setting. The educational interpreter is a member of an educational team that has a federal obligation to educate a student with special needs. As a related service provider, the

educational interpreter has legal responsibilities to support a child's education, providing the student access to the general curriculum. These legal responsibilities define a very different scope of practice for the educational interpreter than for the adult community interpreter. (n.p.)

In keeping with the general principles enumerated by RID and the Educational Interpreters Performance Assessment (EIPA) guidelines, I continue to assert that the EIPA guidelines should be adopted as "best practices" toward recommended application. However, there continues to be disparity between these practices, pre-service training, and the practices that occur as reported through testimonies by educational signed language interpreters. The historical influence is significant: Following the first federal law that mandated access to local schools, many deaf and hard of hearing students chose to enter the mainstream (Jones et al., 1997). In order to be successful in the mainstream setting, accommodations must be provided to ensure access to communication and information (IDEA, 1997). An accommodation will be addressed when students meet the criteria of the 504. The 504 accommodation is a plan developed ensuring that a child is identified under the law to support success and access to the environment, or an individualized education plan are often the provided service. One of the accommodations is through providing a sign language interpreter in the least restrictive environment (LRE; IDEA Sec. 12 (a) (5)), facilitating information between teacher and student as well as access to communication between peers. One issue that consistently arises in discussions and research studies surrounding interpreters who work in the educational setting is the skill or lack of skill directly related to student success. Many researchers have expressed this concern related to hiring, qualifications, and certification (Anitia & Kreimeyer 2001;

Hayes 1991, 1992; Jones et al., 1997; Yarger 2001). To address training, The 2014 Commission on Collegiate Interpreter Education (CCIE) has developed standards providing broad guidance for interpreter programs in the approach of instruction, leaving the power in the hands of the institute to satisfy learning outcomes and guided pathways of specialization. Awareness of the industry’s concern toward skill may also be an influential vicarious factor to lower levels of self-efficacy belief and self-doubt in personal inventory.

The current workforce in the interpreting profession is struggling to rectify the imbalance between the student needs and the availability of qualified interpreters. The awareness of this need creates additional demands externally and internally, and may negatively compound the interpreter’s self-efficacy beliefs. Informal anecdotal expressions stress that many interpreters are spread thin, with lack of qualified substitute interpreters to fill the gap and those employed are forced to work with multiple students in multiple classes and school during the same course of the day. Furthermore, there exists conflict between credentialing bodies at the national and state levels. There is a drive toward a national standardization of the profession, but entry-level standard for the workplace is different for each state. Table 2 outlines the current EIPA States and Levels. The looming deadlines and expectations of certification may be yet an additional factor to the influence of self-efficacy beliefs.

Table 2

States Requiring EIPA Assessment and Required Score. W=written exam

<u>EIPA 3.0</u>	<u>EIPA 3.5</u>	<u>EIPA 4.0</u>	<u>Have no standard, no skill or knowledge specified</u>	<u>No Standards</u>	
AL	AZ	NE	AK + w	AR	DC
LA	CO + w	NH +	CA	CT (ITP)	FL

MS	GA	ND	DE	MO (CEUs)	MD
NJ	HI	OK	KS	OH (College)	NY
NC	ID	OR	KY + w		VT
TN	IL + w	PA	MN		
WI	IN +	SC+	NM +		
	IA	SD	NV		
	MA	VA	RI + w		
	ME	WA + w	TX + w		
	MI + w	WV + w	UT + w		
	MT + w	WY + w			

Note: Table 2 indicates the Minimum EIPA levels. (w) = state requires EIPA Written from (Johnson, Bolster, & Brown, 2014).

Interpreter Competencies and its Influence

Interpreting for the diverse needs of individual students is a complex skill involving more than fluency. According to Schick (2007), the complexities within a classroom discourse are multi-tiered, and it is difficult to represent the nuances of register and multiple speaker intent and beliefs. This is compounded by variations in voice and prosody, as well as the rate and affect of the speaker (Schick, 2004). Schick (n.d) also suggested that interpreters in education are more than a communication facilitator. Responsibilities may include enforcing the IEP and monitoring student comprehension. However, as individual personalities and professionals, not all interpreters conduct their actions in the same way—even within the same building. In relation to the underlying factors of self-efficacy and their influence, consideration of how working interpreters base their decision-making influence is required. Are interpreters framing their work and decision-making process through the lens of best practices in the *EIPA Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007), or are they guided by other guidelines learned during their induction to the profession or through their current practice and environments?

The two main issues for those working in education, as identified by Jones (2004), are qualifications and consistency of responsibilities, and role surrounding the school interpreter. The ambiguity of the interpreter role continues to be of great concern to the interpreting profession and to the interpreters currently employed, as ambiguity deflates professional agency and influences doubt. Compounded by the ambiguity around role and responsibility is the need for specialized training for a K-12 interpreter (Jones, 2004). Burch (2005) stated that 60% of graduates of interpreter education programs seek employment in the K-12 educational setting. This indicates the need for more education specific to the professional specialization of the educational interpreter. This also indicates a wide variety of internal and external factors influencing the ability to self-assess and develop self-efficacy specific to educational influence.

In a more recent study supporting standardization and practice, Patrie and Taylor (2008) highlighted the recommended measurable learning outcomes that qualified sign language interpreters must possess after a completion of a baccalaureate degree program specializing in Educational Interpreting in K-12 grades (see Table 3). Many working interpreters in the educational are currently working without these qualifications as they were hired many years ago. Potentially, those who do the hiring, are not guided by law to look for the specified degree completion and documentation, but rather the law guides school districts to search to satisfy the requirement of an interpreter who has the minimum state standard only (see Table 2). The educational system is complex, delineated by guidelines specified by laws, implemented by school district requirements, and the culture of the individual school or the deaf education program philosophy and

approach to learning, adding to the additional complexity. Figure 4 shows the dynamic systematic features that influence the unique position of the school interpreter.

Table 3

Language Competences Required for K-12 Interpreters

Knowledge	<ul style="list-style-type: none"> Roles and Responsibilities in Environment and IEP Interpreting Educational Discourse and Interpretation Sign Systems Environment Education Theory Literacy Vocabulary impact Curriculum Common Core Legislation Affecting Deaf Children Technology related to Deafness 	
Skills	<ul style="list-style-type: none"> Interpreting Classroom Logistics Professional Development Plan Technology-VRS, VRI mics, FM system Health-Self Communication-spoken, written Re: role, register, decorum 	
Professional Attributes	<ul style="list-style-type: none"> Ethics-Codes of Professional Conducts Confidentiality-where appropriate or required (e.g., child safety). Complies with legal, district, and school policy. Effective Communication 	<ul style="list-style-type: none"> Collaboration-course content, preparatory materials Information sharing Knows limitations and can express them as related to (legal meetings, IEP, counseling)

Commitment to Professional and Personal Development

Develops professional development plan
Seeks credentials
Joins local, state, and national professional associations related to interpreting and educational settings.

Note: Recommendations outcomes for graduates of baccalaureate interpreter preparation programs specializing in interpreting in K-12 grade settings (Patrie & Taylor, 2008).

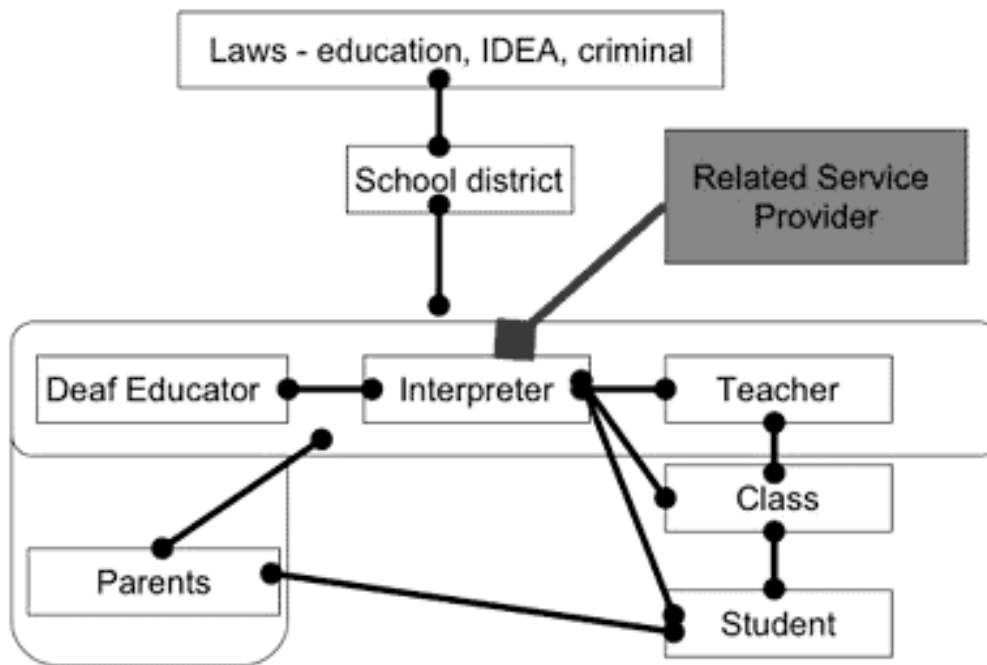


Figure 4. The Relationship between an Educational Interpreter and Members of the Educational Team (From classroominterpreting.org)

Compounding collective efficacy beliefs, as indicated by Patrie and Taylor (2008), is the reality that not all professionals within the educational system understand the specialized and unique needs of a child with hearing loss, nor is the interpreter responsible for designing programs or the processes within the system. If not guided or trained to understand the positioning—or role-space (Llewelyn-Jones & Lee, 2014)—as a related service provider, an educational interpreter may find themselves in the precarious position of directing and making recommendations to the professionals within the system

despite the lack of credentials and experience (Schick & Sonnier, 2017). Yet observations and anecdotes shared by working interpreters suggest that the interpreter is not often heeded when offering suggestions about the student, communication and the direction of the education. From the view of an “interpreter-ready system” (Patrie & Taylor, 2008), much of the responsibility (or stewardship) upon the interpreter demands are mitigated simply by the cohesive instruction of all stakeholders, lessening the burden of the interpreter being a principal gatekeeper of information for the student. The collective understanding of the complex approach to an interpreted education and school philosophies may have a great external influential factor on the self-efficacy beliefs of interpreters. Highlighted within the study are a summary of the components of the competencies required for an interpreter who specializes in Interpreting in K-12 Grade settings (see Table 3).

Regardless of the discrepancies in job requirements and diverse understanding of the role of the educational interpreter, interpreters are an integral part of a student’s education. The requirements of interpreting are vast, but not limited to language and linguistic fluency in both American Sign Language and English, a level of self and collective efficacy, pre-assignment controls of preparation toward lessons and curriculum, world knowledge, expertise in and familiarity with accessible resources, as well as knowledge of academic content and common core state requirements. In addition, understanding of the cognitive development of children, specifically of deaf children, is essential. In addition, the personal impact of the emotional and professional working relationship between the educational team, communication skills, understanding the culture of the school and district can have an environmental and personal impact on the

confidence level of the interpreter and their perception of how it influences a student's education positively or negatively.

Clearly, the quality of an education and the relationship development between a student with hearing loss and his or her educational interpreter is highly dependent on the skills, beliefs, motivations, objectives, personal, experience, and delivery of the message of that interpreter. Another influencing internal aspect is an interpreter's background and training. The interpreter in education must have the necessary tools, personal inventory, or more prescribed self-efficacy as described by Bandura (2001) to perform the complex task of meaning transfer. There are many demands and expectations imposed on the educational interpreter, including the knowledge of the presumed guidelines. Could self-efficacy be a quality to factor between this relationship?

In alignment with the "Competency Components" Schick (2007) described in the *EIPA Guidelines of Professional Conduct for Educational Interpreters*, recommendations to the profession—but in many cases also defined by federal and state law or by educational practices—are listed below:

- Supporting student understanding of interpreter
- Meeting minimum state requirement with at least a 3.5 on the EIPA (ideally 4.0 or higher)
- Holding a bachelor's degree in educational interpreting or related field recommended
- Becoming familiar with policy, procedure, and ethics for professional conduct within the school setting
- Understanding confidentiality (i.e., mandatory reporter status)

- Protecting educational rights of students
- Discussing any situation with supervisor if unable to handle
- Participating in the IEP meeting
- Understanding the educational goals for the student he or she works with
- Considering: age level of student, content of classes, student's language skill, interpreter's language skill, Student sign language preference
- Continued education and professional development.

Significance

Self-efficacy is the belief in our individual abilities toward successful achievement of goals, outcomes and expectations. This theoretical concept has been used extensively in the domain of education, seeking to understand how it influences student achievement and overall job satisfaction. Self-awareness of self-efficacy and training around self-efficacy for interpreters working in the K-12 system could have the potential to develop personal and professional qualities that potentially influence control options utilized within the DC-S framework over approach toward meaning transfer, student outcomes, and overall positive influence, satisfaction, and sustainability of professional practice.

Virtually everyone has some degree of self-efficacy (Bandura, 1977). The challenge for interpreters working in the K-12 system is to strengthen their knowledge in both the importance of the concept of self-efficacy and their own self-efficacy, and then focus it in ways that contribute to knowledge of the interpreter role potentially influencing student success and their own self-preservation and sustainability. This research highlights potential underlying factors that either challenge or promote self-

efficacy and professional agency for interpreters in the educational setting. The results of the study contribute to the body of knowledge related to sign language interpreting and increase understanding of the complexities in the interpreting specialization for K-12 settings. In addition, this information can start the conversations within the field related to interpreters, and position of influences. It has the potential for improving school district guidelines, recommendations toward an interpreter-ready educational systems (Patrie & Taylor, 2008), and clarity of the role and responsibility of the K-12 interpreter. Additional benefits may also include improvements to Interpreter Education Programs and awareness of the increased knowledge needed for training K-12 interpreters.

Another influential aspect of self-efficacy and enacting professional agency includes environmental factors. School climate, training, collaboration, and immediate access to materials are analyzed as potential influences promoting or discouraging the belief in the active practice or role of the interpreter. It has been argued that collective and self-efficacy beliefs are similar (Bandura, 1986) and the sources of information and induction to the profession has a direct impact to the individual. Bandura (1995) identified four sources to promote self-efficacy: mastery experiences, social persuasion, and physiological and emotional states. By virtue of the nature of the profession, interpreters are interdependent on instructors and student need in order to function and act in their role. Without the message, content, or the student, the job of the interpreter would not exist. School climate has the power of supporting or oppressing the experiences vicariously; as Bandura (1986) argued, these essential sources form teacher efficacy beliefs, but as applied to this study they shape the formation of interpreter self-efficacy, outcome expectancy, and efficacy expectation. School districts could potentially

utilize the information to promote a more inclusive approach to resourcing the individual interpreter as a collaborative team member. Exacting and improving communication, promoting value of input, and fostering professional development opportunities leads to a competent, capable interpreter who believes their capabilities will enhance student-learning outcomes.

CHAPTER 3: METHODOLOGY

Based on the theory and research presented, the purpose of this study was to investigate perceived levels and potential factors of interpreter self-efficacy for those employed in education utilizing two self-efficacy resources. I used Bandura's Guide for Constructing a Self-Efficacy scale (1997, 2006) as a reference, and the Tschannen-Moran and Johnson's (2001) Teacher Beliefs-TSELI questionnaire. Both surveys used the terminology of "how much can you do" in questions. The original questionnaire and scale ask teachers to assess their capability concerning instructional strategies, student engagement, and classroom management. The interpreter in education employed in Kindergarten to high school senior (K-12) was the focus of this research study. When questions related to "instruction" were mentioned, I changed the word to "interpreted message" or "monitoring of the message."

The study includes all regions in the United States of those interpreters currently working in the educational system for at least two years. The interpreter is a valuable part of the educational process for a student requiring signed language, but a key difference is the interpreter is bound within the unspecified role of communication facilitator, not in the capacity as the instructor. It was important to modify survey questions accordingly, to acknowledge the different role of the interpreter (rather than the teacher).

Participants

The criteria for participation in the online survey required that participants were currently employed for two or more years in the K-12 setting and were at least 18 years old (see Appendix A). These criteria were explained in the consent form. Participants self-selected involvement by agreeing they met the specified criteria and acknowledging that their participation was voluntary and that they could withdraw from the study at any time without penalty. Links to the survey were disseminated using a snowball sampling method, a common approach used in interpreting research (Hale & Napier, 2013). Links and invitations were distributed through Facebook groups that had an educational and interpreter focus (e.g., RID, Discover Interpreting, National Association of Interpreters in Education, and various local chapters of RID).

Risks and benefits of the study were clearly indicated within the consent form at the start of the survey (see Appendix A). Minimal risk was involved because no identifiable information was collected and respondents could decide to exit the survey in the event of discomfort by simply closing their browser. There were 175 responses collected. After eliminating incomplete surveys from the data, 84 completed and validated surveys were utilized for analysis. Some respondents skipped sections, the demographic portion, or one or two questions, but if they continued to the end of the survey or added to the open-ended responses portions, addressing explanations and reasoning for their responses, they were included in this research. For those who work in the K-12 setting, participating in this study afforded the opportunity to reflect on their experience, provide valuable insight, and provide researchers a beginning of understanding self-efficacy of the interpreter in education.

Design

When creating the survey, I used a broader paradigm in the domains of education in which interpreters are perceived or expected to function, referencing the *EIPA Guidelines for Interpreters* along with anecdotes reported to me of varying conflicts in the role and responsibility. I considered the specific context of the interpreting phenomenon within education; that it occurs in the classroom and outlying educational settings, requiring work with children of varying ages. With this consideration, I reviewed existing efficacy scales of teacher beliefs and analysis of different researchers, then evaluated the efficacy responses to gain a better understanding of the kinds of things that contribute to (or create) challenges for teachers, as well as likely challenges that impact interpreters as they serve as the communication facilitator between student and instructor. During the initial stages of development of the survey, I piloted the study with the students in my Masters of Interpreting Studies at Western Oregon University; I received feedback and made necessary adjustments or clarifications toward language use.

The original teacher self-efficacy instrument created by Tschannen-Moran and Johnson's (2001) measures *Efficacy in Student Engagement*, *Efficacy in Instructional Practices*, and *Efficacy in Classroom Management*. All of the questions were changed to reflect students who utilize an interpreter for access to information. I eliminated the instructional practice questions, but left it up to the individual to assess the specific survey question that may have more likely mirrored an instructor in comparison to their understanding of the interpreter role and awareness of their controls. This helped me measure whether interpreter self-efficacy was evident and influential to student understanding of course content, ability to think critically about a text and encouraging

participation either academically or socially. The research design included quantitative Likert-scale questions and open-ended qualitative responses. The first section focused on interpreter self-efficacy expectations and efficacy outcomes related to influence to student, student outcomes, and behavior management of influence. The interpreters who responded need to infer that their capability and ability of creating an equivalent interpreted message has the potential to influence those factors. The second part of the survey was related to the perceptions interpreters have related to the environment in which the work, identifying potential internal and external factors of influence.

The final section solicited demographic information about the respondent's age, gender, training, years of experience, educational level, grade level currently working, location, and any related specialized training in education. It also solicited information about what resources they consider when making decisions. The final question in the demographic section asked what participants perceived to be the top three needs for the field of educational interpreting or what they felt they needed personally. Any identifiable information collected in the open-ended responses was removed to protect anonymity.

The use of an online survey instrument allowed data to be collected from a variety of participants within the United States. The survey consisted of five pages, divided into three sections. I expected some questions to elicit conflicting responses, as they were close in nature to the role of the instructor. I hoped that allowing the comments sections would lead to further opportunities to explain rationale of answers or express feelings about specific questions.

Quantitative and Qualitative Methodology

The first section, “How Much Can You Do,” asked participants for their self-appraisal of their skills and knowledge of what they believed was their role as part of the educational team and the conviction they have in their abilities to have an impact on student ability and progress in school. In first developing the survey, I did not know whether K-12 interpreters would understand the term self-efficacy as related to various aspects of their work and work setting, so I added an explanation of self-efficacy beliefs to support understanding. Thus, in Part 1 of the modified questionnaire (originally with 24 questions), I included 22 items that examined the interpreter’s idea about his or her effective controls over interpreting strategies; influence over student engagement, motivation, participation, socialization; and the ability to monitor self and student’s understanding of the interpreted discourse or course content. A 9-point Likert scale—ranging from 1 (nothing), 3 (very little), 5 (some influence), 7 (quite a bit), to 9 (a great deal)—was used to rank the level of self-efficacy of the educational interpreter. At the end of the section, there was an open-ended response for those who wanted to add explanations of their selections, adding a qualitative portion for exploration and analysis. This allowed me further insight into the quantitative findings of the study to elaborate on the results of the statistical and inferential data analysis.

Part Two included a 16-question efficacy beliefs of the environment section for the interpreter to analyze the culture of their individual employment and settings. This section of the survey examined interpreters’ ideas about their perceived contributions to the educational team, classroom instructor, collaboration with varying team members, their perceptions of staff understanding of the interpreter role, and the support they

receive in the educational system related to student information and professional development. It used a 9-point Likert scale—ranging from 1 (strongly disagree), 3 (disagree), 5 (neither agree nor disagree) 7 (somewhat agree), to 9 (strongly agree). Open-response questions were included for the participants to add anecdotal responses, to more fully express their thoughts regarding the environment and its influence.

Research Questions

This study was guided by the following research questions:

1. What current understanding of self-efficacy do K-12 interpreters possess?
2. How can self-efficacy for the educational interpreter be evidenced?
3. Are there factors (internal or external) or influences to the interpreter role and responsibility that potentially influence perceived levels of self-efficacy?
4. What perception or belief do interpreters have toward their influence related to their role and responsibilities and influences toward student outcome, behavior and success?
5. What guiding principles are interpreters using for decision-making in the classroom?
6. What feelings do interpreters perceive about the environment in which they work?

I explored the responses to both the statistical data and the open-ended responses to make inferences related to the participants and sampling of the study analyzing for potential factors and influence on their own behaviors.

Data Collection

Data collection and survey dissemination began March 23, 2018 and was open for a four-week period, closing April 17, 2018. A total of 175 responses were initially

collected. After a review of completed surveys, 84 completed responses were kept for analysis. The survey was stored in the password-protected SurveyMonkey online platform. Once the survey closed, the responses were downloaded to an Excel spreadsheet on my password-protected personal computer.

Data Analysis

Quantitative questions were analyzed using SSPS Inc. Statistics Software (2017). Through the process of identification, I label the common themes and categories of influences. Potential measurements of identified levels of efficacy may be evidenced in *Efficacy in Interpreting Practices*, *Efficacy in Student Engagement*, *Efficacy in Managing Student Behavior*. Additional potential measurements of identified levels of environmental influence and interpreter responses are evidenced. Each of these categories could potentially indicate an internal or external locus to the outcome efficacy, a belief in the expectation of influencing student's behavior.

Efficacy in Interpreting Practices attempts to explore the confidence interpreters had in using interpreting strategies to meet the academic needs of deaf and hard-of-hearing students. Examples of these types of questions included, "How much can you do to get through to students that have difficulty in understanding the content of subjects?," "How much can you do to help students think critically about a text?," and "How much can you do to improve the understanding of a student who cannot understand the nuances (meaning and affect) of a text?"

Efficacy in Student Engagement attempts to measure the interpreter's ability to encourage students to either participate in discussions guided by the teacher or to foster engagement with hearing students in social or academic situations. Examples of student

engagement questions included “How much can you do to encourage participation in a classroom discourse?” and “How much can you do to encourage students to participate in socialization with other students?” This could also potentially represent outcome efficacy, a belief in the expectation of influencing student’s behavior.

Efficacy in Managing Student Behavior explored the potential confidence interpreters believed they could use knowledge and skill to influence positive behavior in their position and role. Examples of these types of questions included “How much can you do to make the student you interpret for enjoy coming to school?,” “How much can you do to get the student to trust the interpreter?,” and “How much can you do in redirecting a student who is a behavior issue?”

Some data are represented in charts to give the reader a visualization of the occurrence exploring self-efficacy measurements. The remaining qualitative responses and data, *interpreter or field needs*, are then organized in a coded chart identifying the average responses to the questions. A thematic coding approach was used when analyzing the respondents’ qualitative remarks. These data are analyzed in part to examine the interpreter’s perception of self-efficacy toward student outcomes. This analysis will also explore possible factors that potentially promote or decrease feelings of self-efficacy measurement levels and how the interpreter’s own self-perception and understanding of the role within the classroom and the educational team perceptions that may have a greater negative external influential factor. The following areas will be addressed: the ability of what an interpreter “can do,” as related to student behavior, and the possible identifiable factors that may create challenges influencing self-efficacy characteristics. Coding the open-ended responses at the end of each section gave

additional supporting evidence in identifying the potential levels of interpreter self-efficacy and may help determine effectiveness in varying areas in the classroom. This study also collected data about interpreters' perceptions of the working environment known as collective efficacy in addition to the coding of open-ended responses at the end of the environment section.

Strengths and Limitations of the Study

The most obvious limitation is that the survey questionnaire is based on and modified from a teacher efficacy scale. Self-efficacy is a new concept when applied to the individual practices of a sign language interpreter in the educational environment. As argued, the interpreter in education has a separate role or influence from that of the teacher but consistently manages the facilitation of communication from the instructor to the student. Some of the modified teacher-specific directed questions could have created challenges in respondent's ability to delineate between whether they believed the question was within the scope of the teacher role, as to what an interpreter has influence over. Not explaining every time in the question, "your ability to create an interpreted message allows a student to..." and not reminding respondents of the specific role in message transfer may have caused conflicting and inconsistent responses with the perceived role of the interpreter and influencing the belief of self-efficaciousness of capabilities.

Another limitation was years of practice specific to the educational setting. Participation in the survey required at least two years of experience in educational setting. This may have excluded those who may have many years of interpreter experience but only one year of educational experience. Another limitation is the consideration of

student age and ability consideration. Perhaps in future research a more grade level-specific interpreter self-efficacy should be a consideration as an influential factor of “How Much Can You Do?” would generate more conclusive results as to the measurement of self-efficacy.

Data in this study were self-reported; therefore, there is no way to double-check answers for validity and accuracy. Creating and modifying questions for the survey posed a problem within the questionnaire, because there is no a nationally agreed upon formal job title and adopted guidelines surrounding the role and responsibilities of the educational interpreter. The only documentation is the most recent recommendations described by Patrie and Taylor (2008) and *EIPA Guidelines of Professional Conduct for Educational Interpreters* (Schick, 2007), as explained in the literature review. I referenced these as best practices and then compared the responses against the guidelines. I knowingly created and left in some questions that may have caused conflicted responses regarding role and responsibilities that were more relatable to teacher role since many of the anecdotes shared with me were directly related to these conflicts and real practices that were occurring in the classroom. This may have skewed the results. In addition, another limitation is there is no database documenting all educational interpreters or paraprofessionals/aides who might have been eligible to take the survey. There is a potential for self-selection bias among respondents: Those who decided to take part in the study, even with a job title as an aide or paraprofessional, may possess characteristics different from those who choose to not participate in the study.

One advantage to the online survey instrument was that it allowed for a wide geographic scope of participants, including differences in training based on regions,

school districts, knowledge, experience, and a variety in perspectives and opinions. The online platform (SurveyMonkey) may have also contributed to a greater response rate, including multiple perspectives from a national sampling. The open-ended response at the end of each section allowed for qualitative data to the quantitative data. As Hale and Napier (2013) suggested, including variety of data can increase confidence in the results.

CHAPTER 4: RESULTS AND DISCUSSION

Participant Demographics

All participants indicated they were over 18 years of age and confirmed and agreed they were currently working in the educational setting with at least two years of experience. Of the 175 that initially participated, 84 responses were validated and completed for the study. Of those, 94% of the respondents indicated they were female, 2.4% male, and 3.6% chose not to report. In the sample, 81% reported as Caucasian, 8.3% Hispanic, 1.2% Black or African American, while 7.1% chose not to report. The location of employment response showed 46% suburban, 28.6% rural, and 22.6% urban. If they indicated both rural and suburban it was added to the rural label as there were only two that indicated this label and rural is an underrepresented number. This was also done for the respondents who indicated they worked both suburban and urban, these were added to urban as there were only four people who indicated working for both settings, and those respondents did not demonstrate a vast difference in responses based on location.

Years of experience was documented in two areas: general and educational interpreting. The responses ranged from 2 years to more than 25 years; the largest number of interpreters (25%) reported having more than 25 years of general interpreting experience, and the largest number of the respondents (25%) reporting 11-15 years

working specifically in the educational field. Participants varied in age range from 25-34 to 65-74, with the largest group of respondents (30%) identified as 55-64 years of age.

All participants identified education of high school equivalent or above, with the majority of the respondents holding a bachelor’s degree in ASL-English studies (18) and (23) holding a bachelor’s degree in another discipline (totaling 41 holding a bachelor’s degree). Of the participants, 14 held a master’s degree. All but one of the respondents reported they had additional training related to specified interpreter training. Figure 5 shows the educational levels of the respondents.

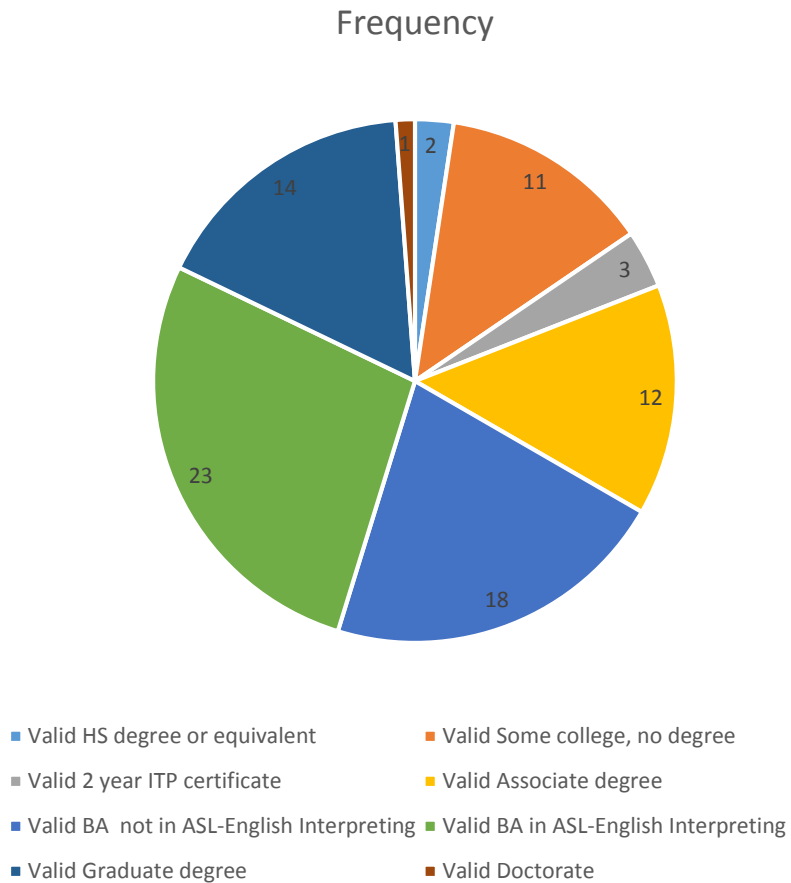


Figure 5. Education Level of Participants

Individual states across America establish their own requirements for certification, licensure, and the standards for interpreters who work in education. Standardization for educational interpreters continues to emerge and is an ongoing topic of discussion. Of the 50 states, four do not require a formal certification of a 3.0 or above on the Educational Interpreter Performance Assessment (EIPA). Eleven of the 84 respondents indicated they did not hold any certification. Figure 6 indicates the respondents' EIPA scores that satisfy the varying state requirement of a 3.0 and above. See Table 2 for varying state requirements to work in the K-12 setting.

EIPA Participant Reported Scores

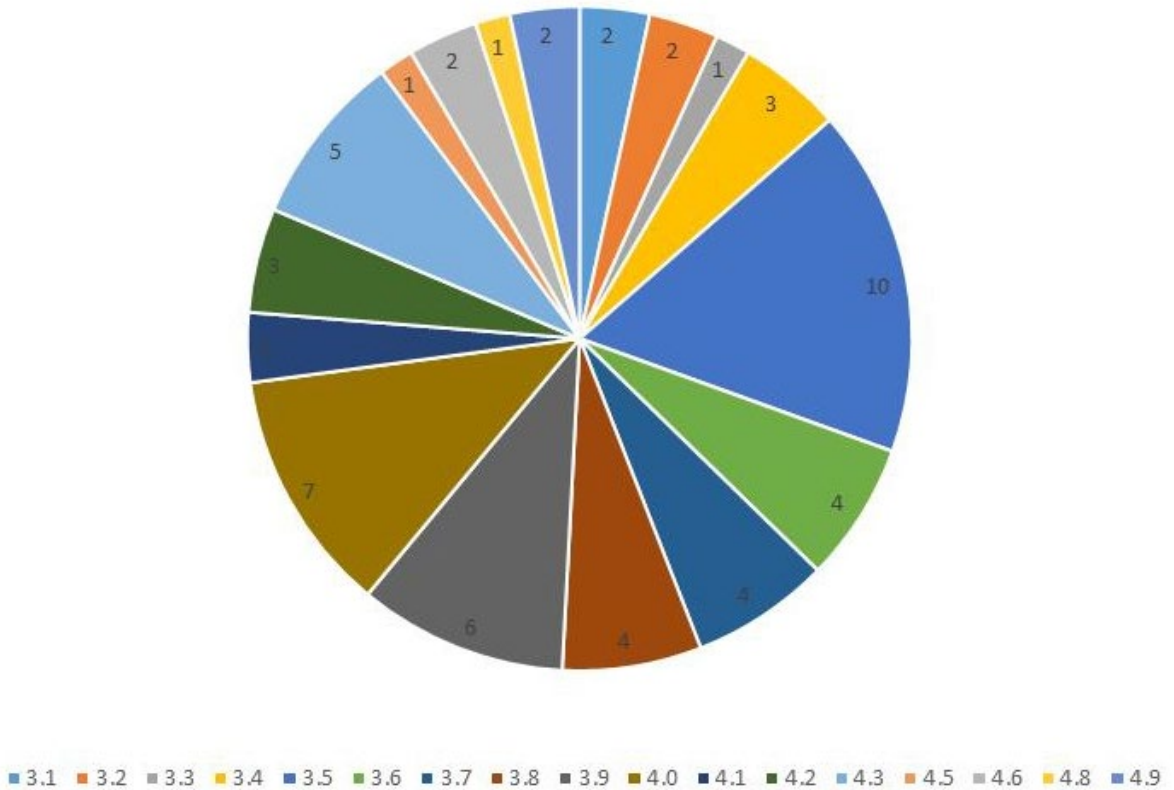


Figure 6. Reported EIPA Scores of Participants Who Meet State Standards

Respondents were also asked to indicate the grade level and setting in which they are currently interpreting. This question allowed for multiple responses as some interpreters work in a variety of grade levels during the course of the school day or year. The purpose of this study is to only analyze self-efficacy in the K-12 school level. Some participants indicated while they work K-12 the majority of the time, they also interpret for postsecondary courses. This may have influenced how much they felt they could do within the classroom, which is external and dependent to the self-efficacy influence. This is a new trend now that many high school students are earning college credits beginning their 11th and 12th grade years. These responses were included in the results.

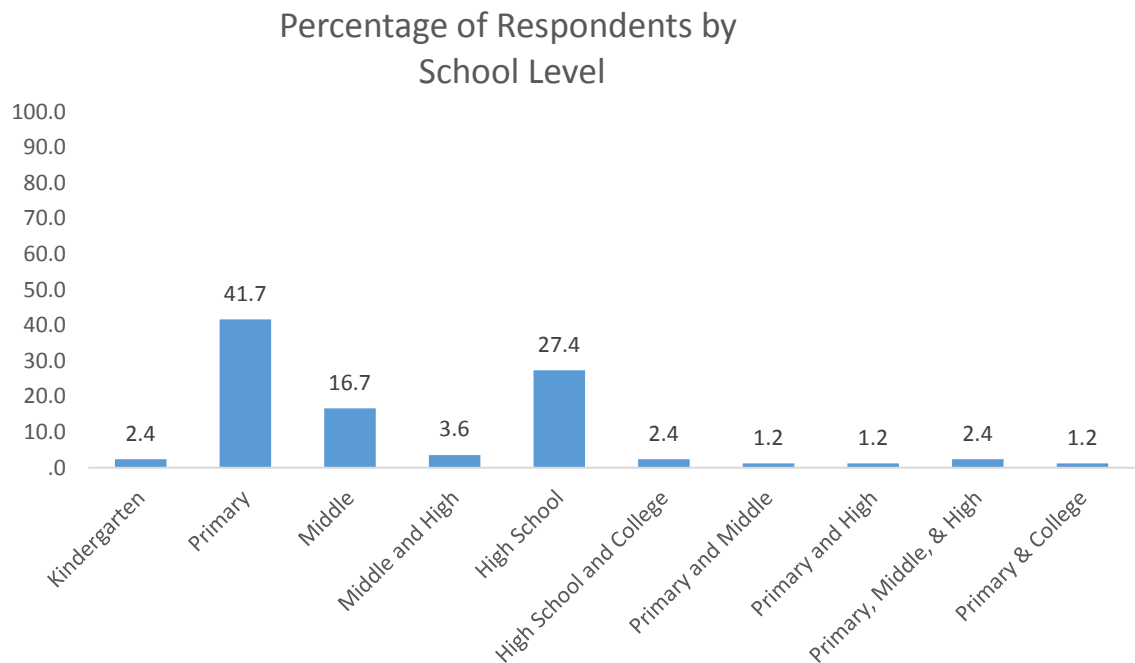


Figure 7. Reported Percentage of Respondents Working in School Levels

As noted in Figure 7 above, the majority of the interpreters work in the primary grade levels (K-6). It is likely that the primary grade level number is higher due to many deaf and hard of hearing children being born to hearing parents, limiting the willingness of parents to send their young child to residential state schools (Miller, 2012), which is

more the norm within American Deaf culture for deaf children born to deaf parents (NAD, 2018). How much an interpreter can do is dependent on the age of the student and dependent on these factors alone as supported by the triangle of responsibility (see Figure 3).

All respondents indicated their state of residence. Not all states were represented, but all regions of the United States were represented in the sample. While not addressed in this study, the purpose of identifying region is to consider for future studies, to compare the potential differences that may occur in regional interpreter training programs and educational settings that could potentially influence external influences on self-efficacy. See Figure 8 for a visual representation of the regions.

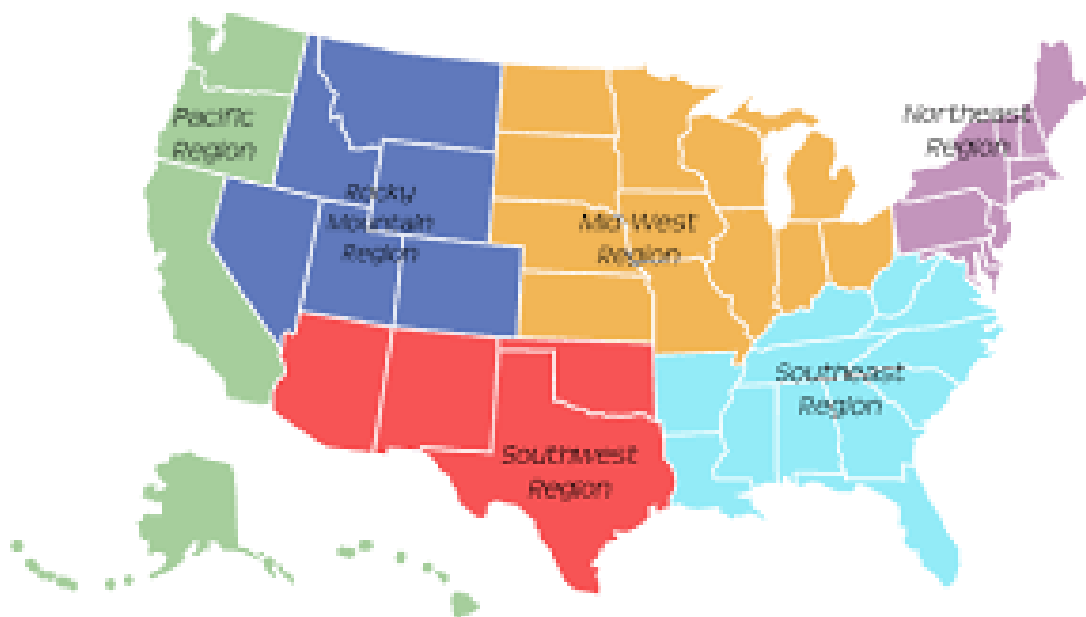


Figure 8. Regions of the United States

The most represented regions were the Midwest, specifically Indiana (17.9%), the Rocky Mountain Region; Idaho (9.5%) and Colorado (6%) and Pacific Region, Washington (6%). This over-representation may be due to the fact I had presented multiple workshops in Indiana and reside in Washington state. In addition, the University

of Northern Colorado ASL-English bachelor’s program (my alma mater) encourages practicing interpreters to respond to surveys.

The demographics section asked respondents to select the specialized training they had related to specific areas of education. Respondents also indicated attending formal workshops specialized for interpreters in education, ethics and decision-making, or ASL linguistic-specific training. Others (30%) reported receiving training in an unrelated field: legal, medical, and mental health.

Within this sample, the typical profile of a respondent who works as an educational interpreter of this survey includes: White female, 35 and older, has 11-15 years of experience specializing in educational interpreting, holds a bachelor’s degree, and has met the national standard for educational interpreting in the K-12 setting. Table 4 displays the reported national numbers from the *39th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (U.S. Dept. of Education, 2017), indicating 6,463 interpreters employed with 5,696 being fully certified (the report does not define what certified means in terms of RID, EIPA, NIC or state certification). The percentage of educational interpreters who self-selected to take this survey is .03% based on the national count documented by the U.S. Department of Education. This indicates a very small sampling of the overall population of interpreters working who responded to self-efficacy and collective efficacy beliefs.

Table 4

Personnel Providing Services for Students Served under IDEA

<u>Personnel category</u>	<u>Total number FTE employed</u>	<u>Number FTE fully certified</u>	<u>Percentage FTE fully certified</u>
Total	204,431	198,612	97.2

Audiologists	1,243	1,190	95.7
Counselors and Rehabilitation Counselors	17,118	16,846	98.4
Interpreters	6,463	5,696	88.1
Medical/Nursing Service Staff	16,836	16,229	96.4
Occupational Therapists	20,517	19,094	93.1
Orientation and Mobility Specialists	1,591	1,539	96.7
Physical Education Teachers and Recreation and Therapeutic Recreation Specialists	13,839	13,553	97.9
Physical Therapists	8,542	7,940	93.0
Psychologists	34,392	34,004	98.9
Social Workers	16,900	16,644	98.5
Speech-Language Pathologists	66,991	65,878	98.3

Note: Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2014

Quantitative Results: Self-Efficacy of the Interpreter Response

Part 1 of the quantitative data consists of the survey responses from the interpreters of all five regions of the United States. Of those who participated in “How Much Can You Do” responded to questions related to a broad scope of interpreter roles and responsibilities. These questions asked respondents to appraise their capabilities they believe they have to perform the tasks in the role of interpreter, interpreting classroom content, construct, discourse, and the belief they have in their capabilities to have an impact on students’ ability to learn, participate, motivate, and progress. The structure of the instrument addressed focal research questions of interest through the guiding questions but namely the broad dimensions of student engagement, interpreting practices, and student response management.

Research Questions:

What current understanding of self-efficacy do K-12 interpreters possess?

What perception or belief do interpreters have toward their influence related to their role and responsibilities and influences toward student outcome, behavior and success?

With these questions in mind, I reflected on the initial explanation and intent of the survey. Respondents were expected to read the consent form where the research description illuminated the purpose and defined self-efficacy: “belief in capabilities, skills and inventory of an interpreter working in the K-12 setting and the perceived influence it has on student achievement” (See Appendix A). Moving forward to the analysis of the quantitative Likert scale measurement, participants responded to each of the various questions that ranged from interpreting strategies to student influence. When analyzed, “how much can you do” scores fluctuated in lower measurements related to behavior influence and student outcomes. Higher levels of efficacy were reported to improving an interpreted message and adjusting an interpretation to match the proper language level as seen from the Interpreter Sense of Efficacy graph. As there is no way to compare and validate the measurements with another survey measurement, this survey represents the initial responses related to the self-efficacy of interpreters in education. By answering the questions between higher or lower on the Likert scale 1-9, the respondents do demonstrate the understanding of what self-efficacy means by nature of responding.

Qualitative data describes the phenomena being studied through the support of words and by virtue of open-ended questions provided the opportunity to ascertain the respondent’s opinion (Frankfort-Nachmias, Nachmias, & DeWaard, 2015). This is an important consideration since this is new information when analyzed through the lens of the interpreter in education. The qualitative open-ended responses offer additional

support that help identify factors that influence interpreter’s understanding of self-efficacy and its influence to student success directly related to part 1. From the responses, I identified a consistent theme: Environmental Demands with sub categories related to student needs or interpreter expectations of role (self or others). Analysis indicated that respondents understand self-efficacy but place restrictions on what should be a direct influence. A respondent with a graduate degree stated “Interpreters need to set boundaries of who is who. For example: teacher, interpreter, teacher of the DHH program. All roles carry influence and impact the child differently.” Of the 24 participants who responded to the open-ended section connected to part 1 of the survey, 35% indicated it depended on the age of the child. Others indicated the boundaries of the role influence the impact: “There are strict boundaries for the role of the interpreter where I work, which minimizes any course of action that could be taken to encourage participation, including interpreter place as compared to teacher place.” See Table 5.

Table 5

Potential Dependent Environmental Demands

<u>Student Need</u>	<u>Classroom Rules</u>	<u>Role</u>	<u>Collaboration</u>
Age	Teacher expectations	Clarify the role	Being part of the team-3
Linguistic ability		Establish boundaries	
Behavior		Clear responsibilities	
Language		Defined classroom rules	
Motivation			
Total: 9	5	4	5
Percentage: 37.5%	21%	17%	21%

Thematic Codes from Part 1 24 Self-Efficacy Qualitative Responses

Other interpreters responded with the belief they should have an impact on student in various areas of academic or behavior: “Sometimes an interpreter’s smile,

humor, personality can affect the student(s) in a positive way for them to realize the interpreter is a human being first and contribute to a positive learning environment.” One interpreter indicated influential factors: “We can most definitely encourage, motivation has to come from within, but we have the ability to make a difference in their lives and in influencing the culture of the class for the child.” Another interpreter stated, “Although an interpreter is not responsible for student’s success, there are many things we can do and encourage to make learning successful!” Others indicated in the self-efficacy section influential factors such as the importance of collaboration and teamwork, saying “Teaching strategies are necessary to enhance, assure comprehension, critical thinking skills and application of knowledge for problem solving.” There exists much area for discussion as a profession related to an interpreter’s influence toward students, and student outcomes and conflicting responses from the participants of this study. As for influencing behavior, “it is nearly always something that I speak with educators at the beginning of the school year. I do not feel that behavior issues are within my role.” While others indicated, “I believe an ally heart, common sense, good ASL skills and passion for learning is necessary” and “Outside of the interpreted message, most of the other influences the interpreter has is by being part of the educational team. The interpreter being available, present, approachable, also allows the student to perhaps participate and engage with their school and class.” Clearly, many factors are beyond the control of the interpreter and there seems to be a lack of clarity between district language, expectations, interpreter, and training.

Research Question:

How is self-efficacy for the educational interpreter evidenced?

This study utilized two preliminary surveys: the initial measurements of interpreter self-efficacy, and consideration about the educational working environment. These instruments were merely for the purpose of exploring self-efficacy potential factors and implications. Therefore, analysis of the results of the instrument are focused on analyzing the questions, the Likert scale, and the responses from the open-ended responses. The chart below Figure 9 evidences the initial measurements of the self-efficacy responses without consideration of qualitative information. The intended measurement of the survey is indicated by either efficacy expectation or outcome efficacy in the possible areas of *Efficacy in Interpreting Practices*, *Efficacy in Student Engagement*, and *Efficacy in Managing Student Behavior*. The qualitative responses and data interpreter or field needs gives a glimpse into factors that may be lacking to support efficaciousness.

A cursory examination of the statistics from the two measurements of the exploratory interpreter efficacy revealed two observations (See Table 6). Interpreters responded indicating a level of what they believe to be self-efficacy, which may either demonstrate measurements of outcome efficacy or efficacy expectation. The average outcome efficacy toward student influence appeared to be lower than the efficacy expectation related to interpreting course content, improving an interpretation, and monitoring the interpretation of a text. Secondly, the variation of interpreter responses, as indicated by the standard deviation, appears to be greater between the outcome efficacy, when compared to the efficacy expectation. This indicates a greater level of discomfort when considering student influence. The task demand of interpreting or message transfer was more reasonably spread between responses per item. This suggests the level of task

demand may be appropriate to the measure of self-efficacy. This is evidenced in the coding of the open-ended responses.

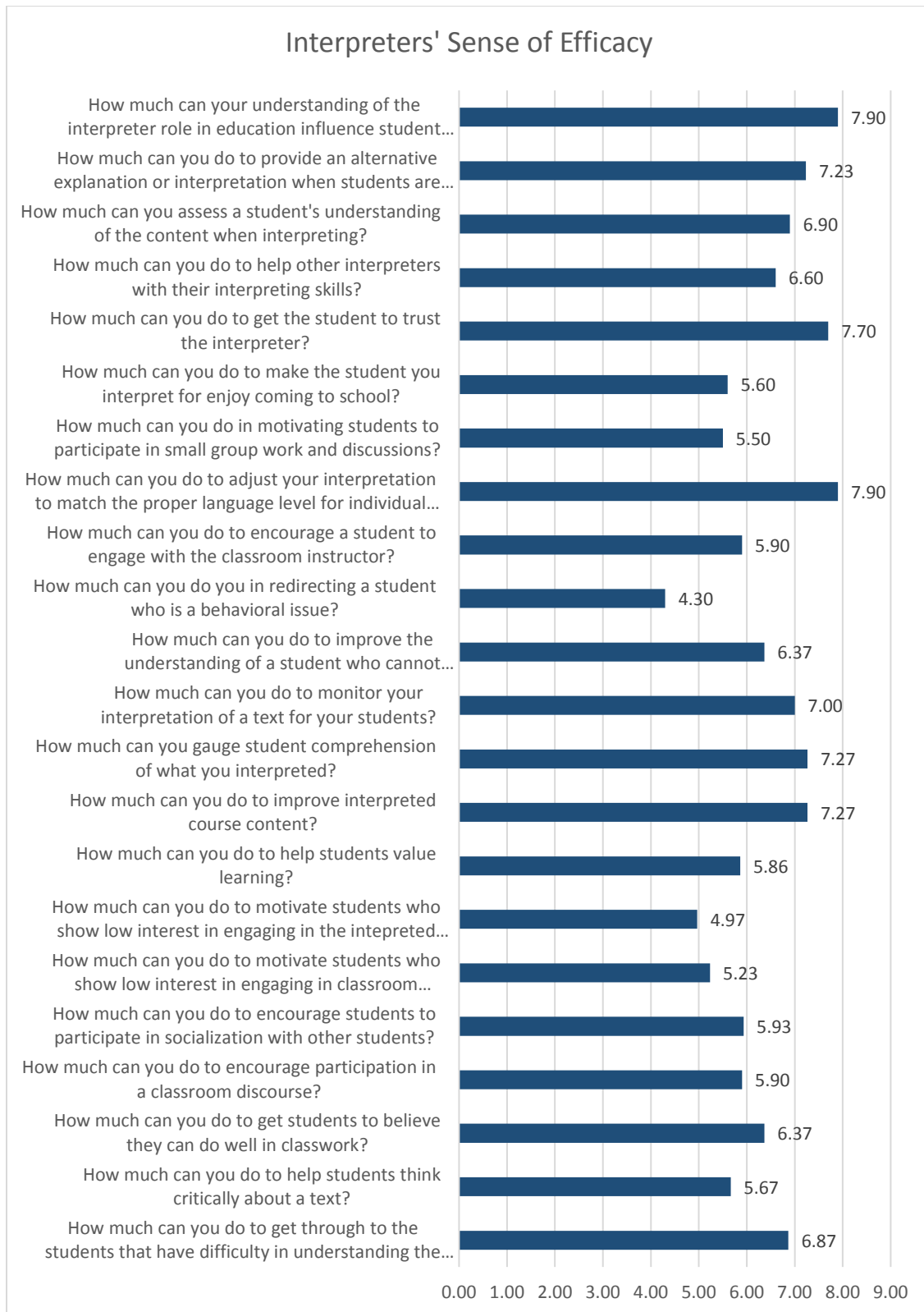


Figure 9. Measure of Self-efficacy Beliefs

Table 6

Efficacy Expectation and Outcome Efficacy Influences of Level of Self-Efficacy “How much can you do...” Average and Standard Deviation (StD)

<u>Category</u>	<u>Description of question</u>	<u>Average</u>	<u>StD</u>
Outcome Efficacy	...to help students think critically about a text?	Ave: 5.67	1.54
	...to get through to the students that have difficulty in understanding the content of subjects?	Ave: 6.87	1.33
	...to get students to believe they can do well in classwork?	Ave: 6.37	1.73
	...to encourage participation in a classroom discourse?	Ave: 5.90	1.73
	...to encourage students to participate in socialization with other students?	Ave: 5.93	1.73
	...in redirecting a student who is a behavior issue?	Ave: 4.30	1.84
	...to encourage a student to engage in the classroom instructor?	Ave: 5.90	1.86
	...in motivating students to participate in small group work and discussions?	Ave: 5.50	1.69
	...to make the student you interpret for enjoy coming to school?	Ave: 5.60	1.97
	...to get the student to trust the interpreter?	Ave: 7.70	1.24
	...to help students value learning	Ave: 5.86	1.84
	...to improve interpreted course content?	Ave: 7.27	1.75
	...you gauge comprehension of what you interpreted?	Ave: 7.27	1.38
	...motivate students who show low interest in engaging in the interpreted message?	Ave: 4.97	1.55
	Efficacy Expectation	...to monitor your interpretation of text for your students?	Ave: 7.00
...to improve the understanding of a student who cannot understand the nuances (meaning and affect) of a text?		Ave: 6.37	1.45
...to adjust your interpretation to match the proper language level for individual students?		Ave: 7.90	1.26
...to help other interpreters with their interpreting skills?		Ave: 6.60	1.24
...assess a student’s understanding of the content when interpreting?		Ave: 6.90	1.36
...to provide an alternate explanation or interpretation when students are confused about the interpreted message?		Ave: 7.23	1.24
...your understanding of the interpreter role in education influence student success?		Ave: 7.90	1.24

Guiding Principles in the Classroom

Research question: What guiding principles are interpreters using for decision-making in the classroom?

In the field of Signed Language Interpreting, specifically educational interpreting, the classroom instructor holds the power in the K-12 setting, makes the rules, and decides issues that relate to student needs and learning in the classroom, under the direction of federal and state laws. Educational interpreters are a related service provider under the same federal and state policies providing for the educational needs of the student in K-12. See Figure 4 for visual representation of the complex relationship interpreters have within the educational system. The decision-making latitude for the interpreter within the classroom lies within their ability to transfer the meaning and content the teacher is conveying. Many interpreters employed in the school district are not solely bound as a communication facilitator; their role extends beyond interpreter (Earlywood 2018; “Educational interpreter”, 2006).

For the community interpreter, decision-making power is guided by codes of conduct (Cokley, 2000), decision making analysis (Dean & Pollard, 2013), and varying Standard Practice Papers (SPP) created by the Registry of Interpreters for the Deaf. These were created to support ethical decision making during an interpreter assignment (Dean & Pollard, 2013; RID, 2017). Educational interpreters report also using these models for decision-making and guiding principles. More current and delineated educational recommendations are noted in *The Educational Interpreter Guidelines (2007)* created by Brenda Schick through the Boystown Research Center (www.classroominterpreting.org). This same center created the EIPA assessment that is now becoming a nationally

accepted standardized assessment for educational interpreters (Witter-Merrithew & Johnson, 2004). The previously discussed prescriptions of the RID Code of Professional Conduct, DC-S and recommendations for community interpreters are held by the credentialed organizations, taught by many institutions, and generally accepted in interpreting practice, while some models have not become officially standardized or adopted as a mandatory approach toward decision-making.

Respondents were asked to identify the varying policies and organizations that guided their decision-making process while working in the educational environment. As seen in Table 7, the highest percentage of respondents use RID (77%), followed by teacher collaboration (64.3%), and classroominterpreting.org (56%); 51% use the theoretical framework of Demand-Control Schema to support decision making in the classroom. State and district policy (17%) and state and district guidebooks (28.6%) are indicated as the lowest percentage for supporting the respondent’s decision-making latitude.

Table 7

Resources Respondents Use for Decision-making Purposes

<u>Respondents Report of Resources Supporting Decision Making</u>	<u>Yes</u>	<u>No</u>
State and District Policy	17.4%	28.6%
Registry of Interpreters for the Deaf	77.4%	22.6%
National Association of the Deaf	27.4%	72.6%
Classroominterpreting.org/EIPA Guidebook	56.0%	44.0%
National Association of Interpreters in Education (NAIE)	35.0%	64.3%
State/District Guidebook	28.6%	71.4%
Demand Control Schema	51.2%	48.8%
Teacher Collaboration	64.3%	35.7%

Collective Efficacy Responses

Research Question: What feelings do interpreters perceive about the environment in which they work?

The purpose of this section of the survey was to attempt to understand the interpreters' evaluation of the collective environment in which they work, referencing a teacher's collective efficacy. This section required a more liberal approach in the development of the survey instrument as the environmental teacher efficacy was more related to instructional strategies and student discipline. I considered the testimonials and anecdotes of how interpreters in education had labeled themselves or were labeled by others within the environment. The structure of the instrument addressed focal research questions of interest through the guiding questions. This allowed for interpreter responses to consider how they feel about their own belief of how they fit within the environment or how others view the role and its influence. It also addressed the role parameters established within the environment and if they are able to prepare for class and receive professional development opportunities offered by their employer. The participants responses of how interpreter perceptions about the environment in which they work can be seen in the measurement as evidenced in the data presented in Figure 10 and Table 8.

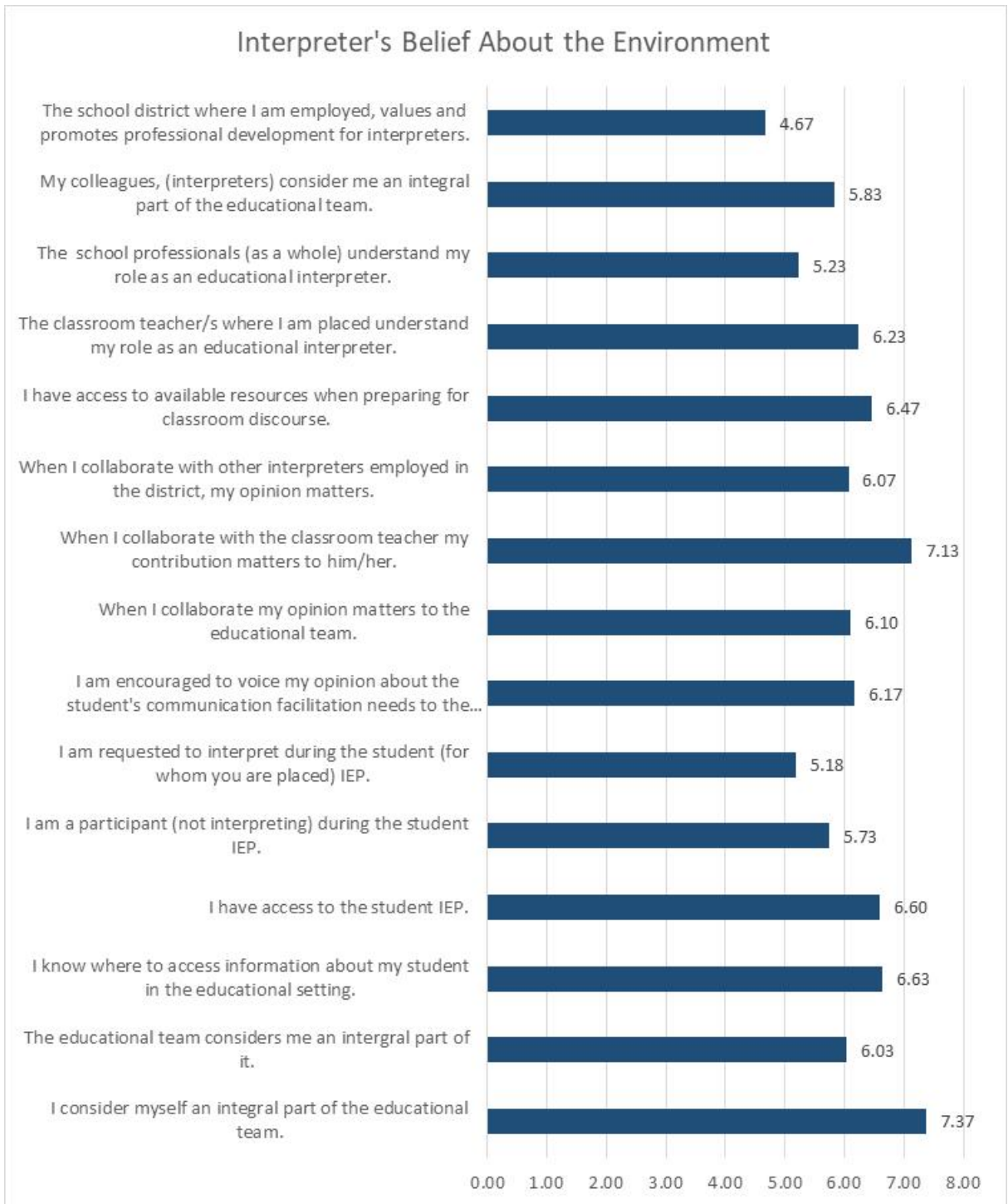


Figure 10. Interpreter Collective Efficacy Beliefs

Table 8

Collective Efficacy—Attitudes and Beliefs of the Environment

<u>Survey Item</u>	<u>Average</u>	<u>StD</u>
I consider myself an integral part of the educational team	7.37	1.68
The educational team considers me an integral part of it.	6.03	1.62
I know where to access information about my student in the educational setting.	6.63	2.06
I have access to the student IEP.	6.60	2.29
I am a participant (not interpreting) during the student IEP.	5.88	3.25
I am requested to interpret during the student (whom you are placed) IEP.	4.17	2.79
I am encouraged to voice my opinion about the student's communication facilitation needs to the educational team.	6.17	2.32
When I collaborate with the classroom teacher my contribution matters to him/her.	7.13	1.87
When I collaborate with other interpreters employed by the district, my opinion matters.	6.07	1.92
I have access to available resources when preparing for classroom discourse.	6.47	1.99
The classroom teacher/s where I am placed I understand my role as an educational interpreter.	6.23	1.80
The school professionals (as a whole) understand my role as an educational interpreter.	5.23	2.17
My colleagues (interpreters) consider me an integral part of the educational team.	5.83	1.70
The school district where I am employed values and promotes professional development for interpreters.	4.67	2.73

Interpreter's perceptions as an integral part of the educational team is higher than how they believe other professionals view them within the team. Interpreters rated themselves 1.30 points higher 7.37 in their own assessment of being part of the educational team, while they believe the educational team's view of them is much lower at 6.03. This measurement and theme remain consistent between the interpreter's personal view of self when directly compared to district, teacher, and even how other interpreters are believed to view professionals within the same setting. This is noted in the measurement; when asked "My colleagues, (interpreters) consider me an integral part

of the educational team,” the average was 5.83. This is also indicated in the responses between collaboration. “When I collaborate with other interpreters employed in the district, my opinion matters” was rated at 6.07, and “When I collaborate with the classroom teacher my contribution matters to him/her” was rated at 7.13. This indicates a need to be more inclusive and willing to work together as a specialized profession of educational interpreters.

Another area of belief regarding the environment is how others perceive the role of the educational interpreter, this includes participation in the student’s Individualized Education Plan (IEP) and professional development opportunities. These areas were the lowest marked categories of collective or environmental beliefs. Interpreters believe that school professionals may not fully understand the role of the educational interpreter and many interpreters are not involved in meetings that impact the educational goals of the student they are assigned (5.23 and 5.73). Finally, the lowest measurement within the environmental Likert survey was directly connected to interpreter professional development. “The school district where I am employed, values and promotes professional development for interpreters” scored at a 4.67/9.0 in overall average beliefs. While this may not be indicative and intent of the true culture of the districts, schools and administration, it does indicate a belief of marginalization and feelings of being undervalued as a professional and inclusive member of the educational team.

Open-Ended Qualitative Responses

The questions and themes eliciting the responses below correspond to the beliefs of the environment represented from questions from the collective efficacy and attitudes and beliefs (see Figure 11; word cloud from www.jasondavies.com/wordcloud). In this

section I identified the categories and analyzed them between the comments for consistency and also the documented ranking of needs. Interpreters were asked to consider the culture of the K-12 environment in which they are employed. Responses and perceptions of their beliefs (out of a 9-point scale) are shown in Table 8.



Figure 11. Themes of Collective Efficacy

Coding and Additional Qualitative Data Analysis

Thematic analysis refers to a method to identify, analyze, and organize qualitative data, and it allows for a descriptive reporting of themes found within a data set (Braun & Clarke, 2006). Advantages to a thematic analysis include a flexible approach with limited prescriptions and procedures. Disadvantages include the lack of literature related to the approach, and it does not allow the investigator to make claims about use of language (Braun & Clarke, 2006). After reading through the data in the individual response and documentation of needs section, I developed a codebook identifying categories (see Appendix B). From the codebook, patterns and themes emerged from the data analysis that were later compared to the theoretical construct and models discussed in the literature.

Through the thematic analysis framework, I researched and conducted a process of coding, searching for and defining themes and identifying patterns with analysis of influencing self-efficacy as perceived by interpreters who work in the K-12 profession. There are varying techniques of thematic analysis. Braun and Clark (2006) recommend a 6-phase process:

Step 1: Familiarizing yourself with the data

Step 2: Generating initial codes

Step 3: Searching for themes

Step 4: Reviewing themes

Step 5: Defining and naming themes

Step 6: Producing the product.

Below are just a few of the comments from educational interpreters I considered within the *sources of information* Table 9, indicating how the remarks could be placed within the modes of induction and the potential ways these can negatively or positively affect an interpreter's emotional feelings and physiological state. While this entire section is drawn from the collective efficacy and environmental attitudes and beliefs section, it is important to note that these areas within the environment seem to highly influence the self-efficacy and professional agency ability. This will help guide the reader through the remaining qualitative portion and support the identification of the sources of information and their immediate influence. The consistency in comments led to labels and categories that were grouped together from the data-driven themes that emerged from the additional comments section and the identified ranking of needs of the profession by the interpreters of this sampling (See Appendix B).

Table 9

Sources of Information

	Task
Physiological and affective states— emotional feelings about a task	
Not valued by members of the team	Exposure
Only interpreter in the district	Exposure-isolation
Strong team but interpreters overlooked	Exposure
Frustration of team not understanding role	
Frustration of not included in IEP	
Opinion not valued	
Using interpreter for other things	
Enactive mastery experiences/performance	Task
Professional trained interpreters	Performance exposure
Observing Good interpreters-have the best sense	Comprehension, application, social development
Teachers, team-Being present and approachable	
No professional development	
Not paid for attendance to training	
Vicarious experiences	Task
Strict boundaries established by school	Symbolic modelling
Lack of communication for the IEP	Modeling
Misunderstandings of role	
Not valued by members of the “team”	
Not included the IEP-invited	
Not included in the IEP-not allowed input	
Strong mainstream program	Model of 20 interpreters
Interpreters not trained	
Lack of interpreters	
No teaming opportunities	
Verbal Persuasion	Task
Positive feedback from colleagues	
Never use the words “my student” (3 instances)	Self-instruction, suggestion
Present, and approachable	Exhortation to promote student class engagement
Required to complete 15 CEU	
Teacher appreciates me	
My leadership doesn’t allow me to voice my opinion.	
I am treated as a second class citizens	

External Environmental Factors

Research question:

Are there factors (internal or external) influences to the interpreter role and responsibility that potentially influence perceived levels of self-efficacy?

Attempting to capture the collective efficacy frame and elusive construct of the culture and environment in each school proves challenging as each school is a separate entity with a mission and individuals who influence the culture. The culture can influence how the interpreter identifies their purpose, and it impacts how they feel they fit into the culture of the school. From the results of the survey, efficacy belief is highly influenced by the collective efficacy and the environmental beliefs and actions of staff who work in close proximity to the interpreter. Within the final part of the survey, participants were asked to rank their individual or collective needs in the profession or for self. Participants did not specify or identify whether the need was personal or indicative of the entire profession, however they reveal traits in the field. After examining the comments, I identified five consistent themes that led to the categories and labeled them in order of needs. Appendix B lists all the documented needs by 72 of the participants in the order of their rank beginning with #1-#3. I then analyzed them in categories and the labeled them. Additionally, Table 8 shows the self-efficacy question asked about beliefs of the environment and the average and minimum responses reported. The categories of the total combined needs documented by the participants of this survey are as listed from greatest to least: #1 Training/Professional Development; #2 Collaboration; #3 Standardization and Guidelines; #4 Resources; #5 Respect/Acknowledgement.

Training and Professional Development

According to RID when an interpreter/transliterators becomes certified, in order to maintain certification, participants must earn a minimum of eight Continuing Education Units (CEUs) during a four-year maintenance cycle. The purpose of the certification maintenance program is to ensure quality of the interpreter skill and knowledge (RID, 2018). For the interpreter working in the educational system who has earned an EIPA score of a 3.5 and above there is not a required maintenance program established by the EIPA performance assessment; however, the guidelines explained in the EIPA recommend additional training:

Interpreters should continue to develop knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field. All professionals should take part in continuing education activities, both general to education and specific to interpreting. (p. 8)

The decisions related to requirements for educational interpreters are determined by state mandates, including professional development. Interpreters often can decide for themselves whether they will attend additional workshops outside of school if they are not certified. Currently, there are only a few states that require specific continued training for educational interpreters (Idaho, Colorado), however many recognize the need for additional professional development opportunities as stated by three different interpreters but are sometimes challenged to find it.

“I feel like there are lots of PD opportunities that I have access to, but they come from our office or the community, not necessarily from the school district.”

“The interpreters in my county are required to complete 15 CEUs. We must find our own workshops. Very rarely does the state/counties provide interpreter workshop information.”

“Our district does not require professional development as a condition for employment. Funds are available for annual training, but is not compulsory, most interpreters who are not RID certified (66% are not) do not engage in professional development.”

Perhaps when these professional development opportunities are not provided it permeates into a culture of apathy and lowers self-efficacy beliefs leading to the comments below which are directly related to the survey question linked to training.

“My leadership could care less about me.”

“I do not feel valued as a professional.”

“The district takes my opinion seriously but does not always follow through especially on situations that require funding.”

These comments may also indicate an external locus of control where the interpreters seem to believe the training should be provided by the school district. It has become a common practice for school districts to provide learning improvement days where teachers and staff get together to work on plans, provide formal training, implement new programs, and collaborate. Frequently these trainings do not address the needs of the interpreter related to knowledge, skill, or student focus. Interpreters typically have been left out of the loop and testimonials revealed they do not feel they can attend the training that is provided for the teachers and staff.

From the collective analysis of the data and a review of the responses, 70 participants (out of 72; 97%) indicated the need for additional training ranging from student need, to advocacy training, to skill development. The various needs are specified in Appendix B. An additional need that was noted, that did not make the top 5, was the issue of cost of training and need for money. For teachers, these trainings are automatic; according to Professor Allan R. Madison of the University of Wisconsin, who has studied professional development spending, urban districts are spending \$6,000 to \$8,000 a year per teacher on in-service days and training (Sawchuk, 2010). Regardless of whether training is interpreter-focused or not specific, the EIPA Guidelines (2007) recommend that interpreters “take part in continuing education activities, both general to education and specific to interpreting” (p. 8). The external factors and environmental assumed or real feelings of apathy could be influencing the powerlessness of professional agency generated from the collective culture. Low self-efficacy beliefs create the inability to act on human agency impacting motivational and selective process (Bandura, 1989). This supports what Tschannen-Moran and Barr (2004) indicated regarding communities: They may stop trying in advancing integration techniques and lower their expectations and display satisfaction with the status quo. They also indicate that a culture of blaming may permeate.

Collaboration

As a related service provider, as indicated in Figure 4, the interpreter is a member of the educational team. Best practices, such as the EIPA Guidelines stated and reinforced six times in the nine-page document, indicate that the interpreter is a member of the educational team. Roles included as a “team” descriptor are indicated through the

guidelines for educational interpreters. These expectations should include supporting the overall goals of the student, explaining their role, fostering autonomy and independence, as well as following federal, state, and school policies and procedures (Schick, 2007). It should also include interpreters participating in IEP meetings, not as an interpreter but as a contributor to the meeting. “They can share useful observations ... provide information regarding interpreting, classroom interaction, and tutoring” (Schick, 2007, p. 4). A more current report by Sonnier and Schick (2017) stated that 60% of interpreters are not invited, attend, nor contribute to the student’s IEP and labeled interpreters in education as “invisible facilitators of language.” As indicated with the current study, 50% of participants wanted more opportunities to collaboration. Below are the interpreter’s comments regarding a student’s IEP.

“For two years in a row I have tried to advocate for being able to attend the IEP meeting of the student. The current supervisor said he ‘was not ready to change current procedure as it relates to interpreters attending IEP.’”

“I am not allowed input with the IEP.”

“I was recently asked to write a report for the student’s IEP meeting. I was told after it was excellent, but ‘too honest’ and then it was altered to protect the parent’s feelings.”

“I have been involved with IEP meetings when I was the interpreter working, and the child’s assigned interpreter was contributing to the meeting. I have also been the sole interpreter...”

Others indicated success with collaboration. They share sentiments that they are a valued member of the team and their input is considered and are provided with information that supports the interpretation and ability to prepare for the assignment.

“The teachers I work with, all care about my presence and what I can offer.”

“My current educational team both Deaf education teachers and interpreters are amazing!”

“I am given the lesson plans beforehand and this helps.”

Standardization

Standards of practice are a set of guidelines that define what an interpreter does in the performance of his or her role. They are the specific tasks and skills the interpreter should be able to perform in the role. While standards and guidelines do exist in the interpreting profession through the RID Professional Code of Conduct and the EIPA Guidelines, the actual practices occurring in the classroom at times conflict with these recommendations. The guidelines are not the consensus of every party or organization, and are not necessarily understood or accepted by the school districts as mandatory practices when hiring the interpreter. This creates a challenge for the interpreter in navigating their role in the system, especially when their initial training or guidelines conflict with their expectation. Among the respondents, 47.2% indicated they would like a national standard set for interpreters who work in education. As discussed in the literature review, the factors that influence the perceptions of what is allowable in the role are extensive, and as noted in the following statements. Not all are negative comments, but the comments do demonstrate an inconsistency that is occurring nationwide.

“There are strict boundaries for the role of the interpreter where I work, which minimize any course of action that could be taken to encourage participation, including interpreter place as compared to teacher place.”

One interpreter stated they have professional discretion to go above as what has been defined by the literature review as the interpreter specified role.

“I am qualified to carry out lessons plans and assess comprehension.”

Then, others hired as interpreters state they view the role more closely as an aide in the classroom.

“I call myself the ASL interpreter, I am a para-professional-helping the child stay on task, assisting with work.”

Additional statements of successful teaming efforts and inclusive collaborative environments.

“This district is an example of how the work environment understands our roles because of professionally trained interpreters.”

Educational interpreters are professional related service providers and should like the other related service providers be categorized as instructional.”

Varying responsibilities between school districts and states are indicated:

“We have to do recess and lunch and patrol duty. It’s not right but we have to do these in order to save our job.”

“I have had to take on the responsibility of educating the individual teachers I’ve worked with, on both IEP accommodations and my role, because the information is not disseminated by administration.”

“There is still a lot of misunderstanding about our role and work on the ‘team.’ Perhaps due to our education requirements (or lack thereof) in the academic realm we are often not looked at as valued members of the team by the school district admin. at large. I have found in my experience that the classroom teachers (if you work with them directly) overall see our role as value, but not a district level.”

“I included statements regarding the role of the interpreter and in regards to the IEP. My perspective may be narrow, but I don’t believe there exists a standard role for educational interpreters.”

The Code of Professional Conduct developed by the Registry of Interpreters for the Deaf and the National Association of the Deaf is document more relatable to adults and provides interpreter specific guidelines promoting *adult* autonomy. However, Schick (2007) indicated the need to define guidelines for conduct separate of that from the RID Code of Professional Conduct because “educational interpreters are working with children with developmental needs and with constraints and requirements imposed by educational practice and law” (p. 1). The federal and state laws define these guidelines for the interpreter, and they are required to follow the standards, as educational team members. As noted in the participant’s responses there exists a conflict between the actual practices in the classroom, and state requirements. Interpreters have indicated their need for standardization. As reported previously (in Table 2), since 2014, all but five states have already adopted the EIPA performance standard: Washington DC, Florida, Maryland, New York and Vermont (Johnson, Bolster, & Brown, 2014). As noted in the thematic analysis, the conflict exists with the other professionals and within the educational system’s understanding of the role of the interpreter limiting certain conduct

such as input to IEP, collaboration, and training with the system possibly preventing the interpreter from exerting their professional agency and not following the EIPA recommendations as listed.

Resources and Respect

Just as natural resources are essential for human survival, available resources for the interpreter are imperative. These resources can help an interpreter to do their job, promoting personal satisfaction, which is influential to meaning transfer and student success. Respect from others is important resource; essentially, it fosters feeling of safety, enables trust, and ensures wellbeing. These two categories were the last two ranked in need for interpreters in this study. These two themes emerged through the ranking system and through the qualitative responses. Among participants, 40.2% documented the need of resources and identified in various terms, and 30.5% reported feelings documented as “undervalued” and “unacknowledged” and wanted to be more respected as a professional and a collaborator to the information and needs of the student. Some of the terms interpreters used to indicate the need for resources are reported within the following statements:

“When I am absent and there is not a substitute interpreter available, students miss out on critical instruction and do not get support as there are limited resources (DHH teachers or aides) that can fill in.”

“I have more internet sites as resources now than 15 years ago. They are very helpful. My interpreter colleagues are a valuable resource to me as well.”

“I want better access to training and mentors”

“The ability to spend time to work with students outside the mainstream class to reinforce vocabulary and comprehension is rare.”

As for feelings of respect and acknowledgement, much of this issue seems to be reinforced by the lack of contributions to the team as a related service provider and the overall need to work closer with the teacher and collaborate with the educational team.

There are expressions of frustration directly related to this category:

“Respect-higher classification as licensed staff.”

“Professional recognition-I am not an aid.”

“I want to be trusted to do my job independently.”

“I want to be valued as a professional.”

There is also the need for respect within the larger interpreter profession:

“K-12 needs to be respected as a type of interpreting.”

As shown in Table 10 and 11, the thematic analysis supported the findings of the categories and the potential implications on interpreter well-being, students, outcome efficacy, efficacy expectations, and teaming opportunities with other professionals. These categories represent the voice of the educational interpreter as a professional who cares about their actions in the classroom and how others within the system view them as a respected member and professional. Many of these issues could be potentially rectified by a unified effort of collective efficacy, cohesiveness, and collaboration from instructors and being valued by all members of the educational team.

Table 10

Ranking of Needs of the Profession

<u>Category</u>	<u>Rank #1</u>	<u>Rank #2</u>	<u>Rank #3</u>	<u>Total</u>
Training	27	23	20	70/72
Respect/Acknowledgement	11	5	6	22/72
Standardization	10	6	18	34/72
Collaboration	10	13	13	36/72
Resources	8	18	3	29/72

Table 11

Percentage of Category Respondents Identified Top Needs of Profession

#1 Training	97%
#2 Collaboration	50%
#3 Standardization	47.2%
#4 Resources	40.2%
#5 Respect/Acknowledgement	30.5%

Outcome Expectations

Outcome expectations referred to the effects the interpreters believed about their role and responsibilities and the impact this could have on the student. External influences, or collective efficacy, influencing interpreter behavior and outcome expectations in role include administration and teacher treatment of the interpreter role. The questions related to “How much can you do?” elicited strong expressions of concern and frustration to redirecting behavior and advocating and clarifying that they are not the teacher. Many respondents were direct with their language, using declarative sentences, demonstrating confidence in their understanding, perceptions and beliefs, explained within the reasons in their application of the role and responsibilities and of what they perceived to be of the role and outcomes expectations.

“Interpretation is construction of meaning. Teaching strategies are necessary to enhance assure comprehension, critical thinking skills and application of knowledge

for problem solving. The interpreter is critical for the student's social-emotional wellbeing and is critical in teaching. Being a language model and support students in developing fluency of ASL and English."

"I feel like I have a lot of control over my work actively interpreting, but barely any over my student's attitudes or language comprehension. My students I work with are almost always severely behind in language development which limits their understanding dramatically."

One interpreter stated, "age of the student influences all decisions." Others reported:

"Dependent on particular student."

"Consider grade/age of student."

"Struggle to motivate student."

Many of the respondents indicated the need to be considerate of the task, the role of the interpreter and responsive to the needs of the student and age level.

"I believe an interpreter should always try to find a way to convey the information so the deaf student will understand the concept."

"If you work with a student awhile, you will know when and how to provide an alternative explanation for your student to understand the interpreted message."

Some interpreters indicated that they felt empowered to have a positive influence on the education of a student and insert feedback and offer suggestions to the teacher.

"Although an interpreter is not responsible for a student's success, there are many things we can do and encourage the make learning successful!"

"An interpreter has a great deal of influence on a Deaf student's educational experience."

“I think interpreters have a tremendous influence on the classrooms and the students’ success.”

Internal or External Locus of Control

The locus of control for the interpreter in education is the belief system regarding the causes of his or her experiences and the factors to which that person attributes the success or failure. Much conflict exists between the individual responses connected with their influence to a specific task. The internal and external factors influencing the locus of control are shaped by experience, the environment, and the self-efficacy beliefs they have about their role and responsibilities. Higher levels of self-efficacy were documented from the respondents about the task interpreters have the strongest connection to. This is likely the focus of their training: actual hands-up interpreting. Recorded in multiple responses are the feelings of success in message transfer and the ability to have a direct influence on a student and their success, demonstrating professional agency. Conflicts of the role are directly related to the relationship of the message and the direct impact it has on the student, questioning or understanding the difference of self-efficacy in “what I can do” as an influence, versus what I am allowed to do as defined and delineated by the collective environment.

Discussion: Strengths and Limitations

There are several strengths and limitations to this study. Overall, the data provides insight into the minds of educational interpreters as to their belief regarding the role of the interpreter. A number of qualitative responses were collected giving supporting evidence to consistent factors that support the ability or inability to enact the professional agency of the interpreter. Limitations include the amount information to be analyzed; I

will not be able to discuss the data in full in this thesis. In addition, since this is the first exploratory self-efficacy survey, there is nothing else to compare the results to. The notable limitation in the study is the definition of self-efficacy of the interpreter. If self-efficacy is defined by what an interpreter does or enacts within their professional agency then this survey is perhaps the proverbial cart before the horse. I have attempted to define and describe what an interpreter with high efficacy would do, but the conflicting responses revealed limitations of the role versus self-efficacious behavior.

Through the coding process of both the quantitative and qualitative data, I was able to document consistent patterns and themes that support my analysis where the sources of influence are represented through the thematic model (see Figure 12). The greatest external influence is within the environment. In coding, I was able to identify specific areas of internal and external influences noting consistencies in responses as to where interpreters identified conflict in roles and responsibilities.

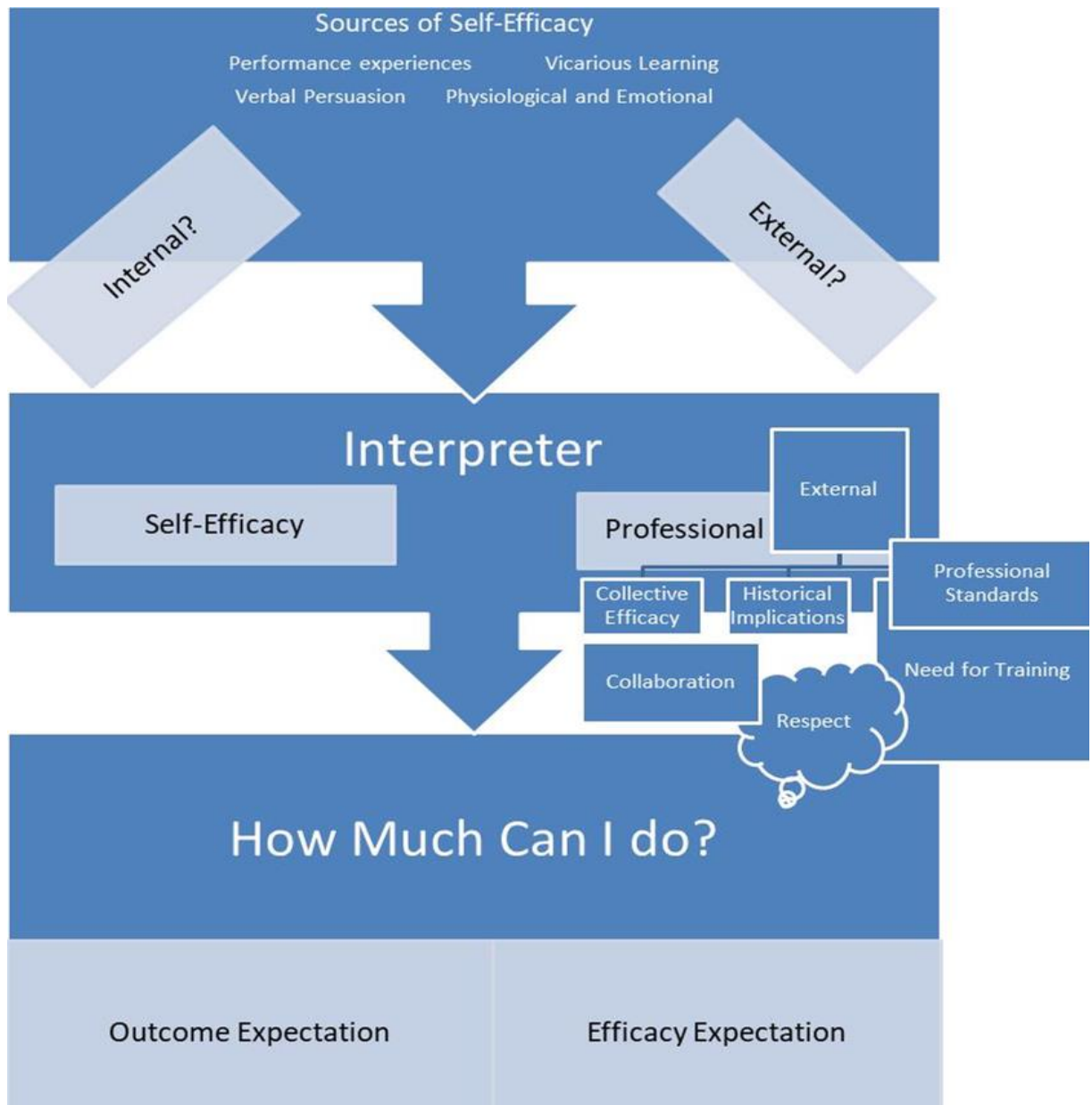


Figure 12. Thematic Map for Factors Affecting Interpreter Self and Collective Efficacy

Additional limitations should be considered when drawing conclusions from the results of the present study. There are likely those who responded to the survey who were familiar with the term “self-efficacy” and those who were not. Therefore, these findings should not be seen as a representation of the educational interpreter perspective across the whole field. As much as possible, the contextualized characteristics of the participants

and environment were made as generalizations and conclusions about how these findings might be interpreted. This present study and understanding of the participants' knowledge of individual comprehension of the questions were based on the notion and assumption of high and low self-efficacy awareness.

The qualitative research was limited by the set of professionals who responded to the survey and the willingness of the participants to add additional comments at the end of each section. I would like to explore the data further, specifically related to how the comments interconnect between self-efficacy and the environment.

CHAPTER 5: CONCLUSION

Deaf and hard of hearing students are being educated in the mainstream through diversely experienced interpreter professionals. It is evident from participants' responses that the actual practices of interpreters in education are not consistent. In this study, the responses varied in self-efficacy beliefs in domains between student outcomes and influences to efficacy expectation of monitoring interpreting. In review of the implications of teacher self-efficacy traits in comparison with that of the interpreter, ambiguity and conflict exist between role and responsibilities. These conflicts influence the ability and influence self-efficacy beliefs and enacting professional agency. Conflicting evidence exists within the participant's Likert scale responses in each of the questions related to how much an interpreter can do. Every question within the survey indicates that there exists an interpreter in the field that feel the maximum (9) on the Likert scale of self-efficacy beliefs in their capabilities, or others as low as (1), demonstrating their lack of influence in self-efficacy in *Efficacy in Interpreting Practices*, *Efficacy in Student Engagement*, and *Efficacy in Managing Student Behavior*. The average of self-efficacy beliefs in this study is consistent with feelings of discomfort in student outcome and influence, versus interpreter efficacy expectation in monitoring the interpreted message.

The topic of collective efficacy and environment is complex. The data indicate the environmental factors and collective efficacy—such as treatment, being valued as a professional, and the lack of understanding of role—have a direct influence on self-

efficacy beliefs and professional agency. These conflicting factors indicate a larger issue that is permeating the self-efficacy beliefs of educational interpreters as a profession, and perhaps prohibiting the ability to enact their professional agency: standardization of expectations and clear guidelines for interpreters to reference and perceived as a valuable educational team member important to the academic success of the student.

As indicated through the thematic analysis and coding, the role and the responsibilities in the areas of influence that an interpreter has working with a student in the K-12 setting are still inconsistent between training, real life practices or expectations, and best practices. This may be causing additional challenges for the interpreter as they attempt to exert professional agency and meet the expectations of others. The interpreters who participated in this study report internal conflicts influenced by external factors such as school district requirements or personal belief in outcome expectation and efficacy expectation to student engagement and student success and outcomes. Perceived self-efficacy can influence these outcomes, and it regulates choice, effort, and persistence in the face of challenges. One of the intents of this research was to identify factors that may influence the interpreter in education; however, it is inconclusive to pinpoint the consistent underlying factors that influence self-efficacy beliefs, as the interpreters as a whole from the survey demographics are similar in responses with the consideration of certification, education, or years of experiences. The varying degrees of responses of high or low measures of self-efficacy belief demonstrate that many interpreters from this survey who work with students are skeptical about their capabilities in each of the domains evaluated (as noted in Table 6), and as indicated from the open-ended responses. This indicates that training in self-efficacy could support enactive mastery in domain-

specific areas. Incorporating a focus on the development of interpreter self-efficacy could improve effectiveness and, ultimately, student achievement.

When analyzing the results of my survey to find potential factors that influence decisions in general, a strong pattern was found. Collective efficacy and beliefs of the environment held the greatest influence on the respondents' comments surrounding the capability to enact decisions. Perceptions of the environment also influenced responses of feelings of exclusion and not actively being part of the collaborative educational team. These were documented in the respondents' comments and were measured as the lowest in the categories of being valued and higher levels in being underappreciated and unsupported. The climate and culture of an environment can have a great impact on self-efficacy of student and employee (Adams & Forsyth, 2006). Perceptions of the role as viewed by administration, the teaching population, and even acceptance by their own peers can have an overarching effect on the individual interpreter's ability to search for resources and gain access to tools in the environment. Another factor influencing the perception of self-efficacy of interpreters is developed during the formal training, in Interpreter Training Programs. In a study conducted by Adamiak (2016), students reported negative experiences as a result of instructors in ITPs creating feelings of doubt in their capabilities during early training and before graduating. These early, vicarious external factors and experiences are indications of where these types of experiences could have a lasting influence, leading to low levels of self-efficacy and low collective efficacy beliefs before entering the field.

In reviewing the literature, it became clear that interpreters who work in the educational field are evolving with the current practices, trends, and experiencing the

growing pains of the profession and educational interpreting as a specialization. The common themes of feeling undervalued and unsupported resonate deeply with me on a personal level. This research allowed me the opportunity to connect with a population of colleagues who may have felt marginalized for many years. It is the intent of the research to validate and share their concerns with administrations and policy makers in hopes to make a concerted change toward a positive outcome for student success and sustainable practice.

The underlying factors were not revealed that specifically influence self-efficacy of the interpreter in this study; however, common trends and patterns emerged between respondents related to role and environmental influences. The research revealed that individuals showed higher levels of self-efficacy beliefs in task performance, specifically monitoring of meaning transfer and lower levels of influence between collective efficacy expressed in all areas of the K-12 arena and perceived role appreciation from others working in the educational environment. Lower levels of self-efficacy were reported in the area of student engagement and holding themselves accountable for student's comprehension of the message. This is also true with lower measurement levels related to motivating students who show low interest in class content or subject.

With more than 40 years of continued research dedicated to teacher self-efficacy (TSE), the increase of varying research ascribes to the notion that TSE beliefs and utilizing control implementation (as to skill and influence) are relevant for a range of adjustment outcomes. Inclusive of the adjustment outcomes is the impact on student success and performance as it applies to interpreters in the educational setting (Muijs & Reynolds, 2001; Ross, 1992; Tournaki & Podell, 2005). Based on past self-efficacy

training, it may prove beneficial to expose interpreters to the concept of self-efficacy. Conversely, the data revealed conflicting responses related to understanding self-efficacy as a construct and the interpreter's role in the classroom. Responses indicated intrapersonal conflicting demands of controls that may or may not be allowable (i.e., capability or "allowed" in their influence toward student motivation, student ability, low interest in a subject, student comprehension of an interpreted lesson/s, and student engagement). Additional external invariables should be investigated more closely when reviewing the responses about the conflicting role. How do the factors such as grade, age, and cognitive ability of the student impact the choices of an interpreter or change the perception of the role?

The participants in a study conducted by Bouffard-Bouchard (1990) revealed that students who had equivalent knowledge and experience in the performance domain scored higher in self-efficacy, suggesting a viable construct for comprehending performance related to academic tasks requiring sustained self-monitoring. Another study conducted on teacher assistant intervention revealed evidence of an improved change in self-efficacy belief with intervention support, mastery, and verbal persuasion (Higgins & Guilliford, 2014). Training related to self-efficacy and its implications should be offered to educational interpreters, to compare the self-efficacy of interpreters to the outcomes of student achievement as it is inconclusive in its impact. A study by Wirawan and Muhammad (2016) suggested self-efficacy enhancement strategies and self-efficacy training for international students would support the various transitional challenges that influence academic performance. This also suggests that training models could affect self-efficacy beliefs and improve overall interpreter performance and motivational

strategies, job satisfaction, and sustainability. Groom (2006) noted the research analyzing the impact of TAs and increased research exploring role, efficacy, and training. Further research is necessary to evaluate and identify the delineated role of the interpreter in the various grade levels.

Recommendations

Based on the outcomes of the study, I recommend interpreter educators and school districts promote collective efficacy and self-efficacy training with the intent of recognizing the potential influence it can have on the individual's motivation in accessing resources, promoting personal well-being, and sustainability in the K-12 profession (Berman et al., 1977; Guskey, 1988). It may also influence the interpreter's approach to meaning transfer or attitude of influence of analyzing texts and creating an equivalent message toward student needs, outcomes, and success. As the national crisis for hiring qualified interpreters continues to intensify, so does the need for additional knowledge, training, and collaborative approaches in sustaining the interpreting population currently working in the system.

Addressing collective efficacy concerns for interpreters may prove beneficial within the smallest of cultural climates—starting in the classroom. The lowest scores from the survey were generated from the collective efficacy section, indicating the need for interpreters to feel more inclusive in the process toward to student success and outcomes. Of the participants in this survey, 64% indicated they utilize and guide through teacher collaboration supporting decisions related to interpreting or students within the classroom. Collaboration with the classroom instructor, teacher of the deaf or other professionals is a key component to enacting an interpreter's professional agency. The

knowledge gained during the interactions can empower the interpreter in their self-efficacy beliefs to trust their abilities in what they “can do” while interpreting in the educational system and specific student. However, in review of the percentage there exists a conflict in the survey, as 50% of the respondents still indicated they desired more collaboration and time with the instructor and other professionals in the educational team to prepare. A recommendation to school districts and independent schools who employ interpreters would be to reflect on key aspects of the environment and intentionally come together to discuss and appreciate past successes and recognize the purpose of collaboration toward a common goal. When educators work together, professional and personal relationships form. Professionals can draw from the strengths of each other and allow for greater effectiveness, contributing to school improvement and personal satisfaction. Collaboration allows an interpreter to prepare for an effective interpretation, including the instructor’s lesson goals, intent and overall contributes to student success.

I also recommend a reevaluation of the Interpreter Efficacy Scale survey created through this study to promote a national effort to outline a more accurate picture of the responsibilities held by those working in the educational system or what an interpreter “can do.” Furthermore, school districts and interpreter professionals nationally should work collaboratively with organizations such as the National Association of Interpreters in Education, NAIE, (2014) to re-evaluate system policies and guidelines. Much research has been conducted in the areas of best practice (Patrie & Taylor, 2007; Seal 1998; Schick, n.d., 2007; Schick et al., 2005). School districts and policy makers would benefit from referring to empirical research within the field of interpretation to guide the practice of the interpreter working in education by adopting and standardizing tools such as the

EIPA Guidelines of Professional Conduct for Educational Interpreters and the official Code of Conduct (Schick, 2007).

As documented by 97% of the respondents in this study, their concern consistently expressed in support of professional development opportunities. Through these trainings, team-building efforts, and collaborative measures could enhance the collective efficacy beliefs and cohesiveness of employees in a unified effort. Through teaming efforts and favorable conditions, districts could make enhancements to the overall culture of the profession, the district, and the classroom. These trainings could lead to collaboration between professional and healing efforts. Drawing from the principles of Bandura's (1977) sources of information and modes of induction, national, regional and local school districts could implement a training process that includes a mentorship and professional development opportunities with the following framework:

1. *Needs assessment*: documentation of enactive mastery—what self-instructed activities are interpreters currently in education engaging in or what is provided by the school district or state policies?
2. *Identify training methods*: vicarious experiences—live modeling, verbal persuasion; suggestion, exhortation, interpretative treatments
3. *Implementation*: enactive mastery—performance exposure; training specially designed to develop skills and knowledge in order to empower themselves and the students they work with.
4. *Recap and reflection*: enactive mastery—self-instructed and model of performance physiological arousal; case conferencing benefits under the Demand Control Schema framework (Curtis, 2017).

Previous studies have shown higher levels of improvement in self-efficacy domains where intervention has occurred in education, healthcare, and athletics. I recommend self-efficacy training as part of Interpreter Training Programs and as an intervention tool for interpreters currently working in the K-12 setting. Additionally, ITPs and school districts can use this research to gain information about the importance of self-efficacy and collective efficacy to recognize the value and importance of the interpreter working in education in practice.

Further Research

Self-efficacy is a term that researchers have validated and deemed to have a strong bearing within the educational arena, especially related to instructors. Researchers have been able to relate the concept in two major factors or concepts. Teacher efficacy looks at a teacher's beliefs in his/her ability to impact change in the educational setting (Gibson & Dembo, 1984). A teacher who demonstrates high levels of self-efficacy consistently demonstrates this through behaviors of implementing various strategies for teaching, sustainability, attending professional development, and internally believes (in general terms) that they can make a difference even with the most challenging environment. The second factor noted by Gibson and Dembo (1984) is a teacher's sense of whether they have the ability to enhance student outcomes. When comparing the self-efficacy construct to the role of the interpreter with paralleled examination of "impacting the educational setting" and "ability to enhance student outcomes," this becomes the important aspect within the process, study, and with this data. When we analyze the data between the triadic reciprocal determinism model (Bandura, 1986), it is apparent that individuals are directly influenced by the environmental factors, influencing the

behaviors of the interpreter. When an educational interpreter is asked, “how much can I do to influence a student’s academic achievement” depending on the situation and varying demands the question may elicit a myriad of conflicting thoughts for the interpreter. These needs and responses could be an exhaustive list between linguistic signed language choices, a behavioral plan, or moment to moment choices depending on the salient demands. This awareness makes it a challenge to give a blanket black or white firm response to the self-efficacy questions.

Typical interpreters will make decisions that are considerate and dependent on the environment, interactions (interpersonal), student, linguistic needs (paralinguistic), and self-response (intrapersonal). This survey reveals conflict between “How much can I do?” and the thought “I am bound by my role; assumed or real, bound by guidelines, or school policy” and “Regardless of my belief in my skill or years of experiences, I must follow the rules established by my environment.” This is not to say that educational interpreters are not influenced by self-efficacy, but the responses from the data and the open-ended questions greatly vary; these may or may not be guided by self-efficacy beliefs, but are, rather, guided and governed by the external forces. While self-efficacy is demonstrated in response, however, the data reveals that the environmental governance holds a greater influence than what an interpreter believes he or she can or cannot do. While the survey was generated to elicit self-efficacy responses, what it has revealed is that in order to enact professional agency a supportive and cohesive environment that understands the role of an interpreter is the most effective and can empower decision-making without internal conflict.

Interpreters who work in the educational system perform much of their work in isolation. Many indicated the need for additional training and resource support and the desire for a voice within collaboration as part of the educational team. The current model of the educational interpreter is not adequate to sustain practice within the educational system. As a profession, we are still struggling to rectify the issues between interpreters, qualifications, and expectations. This research is the first of its kind in the signed language interpreting field. Additional research questions that merit open discussions within the field and specifically in the educational system and with this research include:

- How would training on self-efficacy influence the Interpreter Efficacy Scale results?
- How would active collaboration, professional development opportunities, and inclusion improve self and collective efficacy?
- How does the education and certification of interpreters affect application of self-efficacy and approach in the classroom?
- Further research on varying types of self-efficacy questionnaires.
- Create a valid and reliable scale to measure self-efficacy for interpreters in education that more closely matches the interpreter role and responsibilities.
- Compare and contrast of levels of self-efficacy working in each grade level as the inverted triangle of responsibility between interpreter and student changes throughout the grade years between elementary, middle and secondary.

One question that still needs addressing is: Should interpreters consider self-efficacy and beliefs in their capabilities when addressing the needs of a student's education and student outcomes? Schick et al. (2005) affirmed many aspects of classroom content

interpreters are struggling that are essential for development and academic learning. Would purposeful training in self-efficacy, support the construct of a more invested and productive interpreter in the educational team? Perhaps the knowledge and awareness of the concept of self-efficacy can be a topic for consideration to support and provide guidance as a potential control within the DC-S framework toward empowerment of professional agency in a diverse and evolving field. There is still much to consider in future research and dialogue within the profession.

In the future, I would like to explore and present more of the data that was collected, specifically related to the needs assessment of current K-12 interpreters and their formative training. It is my passion to empower interpreters to create positive change through advocacy training and to educate those in power within the educational system to recognize the value of promoting professional development and continuing education opportunities for interpreters that will benefit their practice. This will ultimately support the approach to working with the diverse needs of the students, and help them navigate their environment. It is my hope that this research not only serves to pave the way for future research related to the findings of self-efficacy but also serves to support a national drive to open conversations with interpreter trainers, school districts, national organizations, and professional interpreters in order to clarify the role and responsibilities of the interpreter in education.

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APPENDIX A: INFORMED CONSENT AND SURVEY QUESTIONS

Interpreter's Self Efficacy

Consent

Thank you for your willingness to participate in this study. Please review the following information before continuing.

Research Description

The purpose of this research is to investigate the underlying factors that contribute to self-efficacy, or belief in capabilities, skills and inventory of an interpreter working in the K-12 setting and the perceived influence it has on student achievement. For the purpose of this study, K-12 interpreter is the blanket term used for anyone who facilitates communication for a student in grades Kindergarten to 12th grade with the focus of interpreting between signed language and spoken language.

Participation Description

Participants in this study must be 18 years or older. They must be currently working or have previously worked as a professional educational sign language interpreter for at least 2 years. For the purpose of this study, an educational interpreter is defined as interpreters working in the K-12 setting.

Participation

Your participation is voluntary. You will receive no monetary compensation for your time. The survey should require approximately 10-15 minutes of your time. You have the right at any time to discontinue the survey without penalty. Should you decide to exit the survey, simply close your browser and your responses will be deleted prior to analysis.

Benefits

Your responses, opinion, experience, and voice could contribute to the body of knowledge to the field of sign language interpreting and increase understanding in the specialization of K-12. In addition, this information has the potential for use in improving school district guidelines, clarity of the role and responsibility of the K-12 interpreter. Additional benefits of this information could include improvements to Interpreter Education Programs with the focus of interpreting between sign language and spoken language will have data that supports the additional knowledge needed for training interpreters in K-12.

Risks

There are no known physical risks with participation with this study. Potential risks are feelings of discomfort, anger, or frustration with the reflection about current or past working conditions or situations. Should you feel any unintended discomfort at any time,

you have the right to withdraw from the study without adverse consequences. You may close your browser at any time to end the study.

Confidentiality

The survey will be anonymous. Your name or contact information will not be connected to your responses in any way. Information collected will be coded for anonymity and will be maintained in a personal computer where the principle investigator will have the only password and access. After a period of three years, the data will then be destroyed after publication. The data collected will be included in a final Master's thesis for the Master of Arts Interpreting Studies degree at Western Oregon University. Research findings may be included in future articles, reports, and presentations.

Contact

This study has been approved by the Institutional Review Board (IRB) at Western Oregon University. For questions or concerns you may contact the IRB at 1-503-838-9200 or irb@wou.edu. Their goal is to ensure participants are informed and safe for the duration of the study.

To contact the principal investigator regarding questions or concerns you may reach Angela O'Bleness at aoblness16@wou.edu. You may also contact graduate advisor, Amanda Smith at 1-503-838-8650 or smithar@wou.edu.

Thank you,

Angela O'Bleness

Western Oregon University

By completing this survey you are attesting that you are:

18 years of age or older

Have 2 or more years experience as an interpreter in the K-12 setting

Have read and understood the consent form.

Question Title

* 1. Continue to the survey.

Agree

Understanding Interpreter Self Efficacy

Part 1: "How Much Can You Do" Directions: This questionnaire is designed to help us understand more about interpreters' appraisal of personal inventory and skill in their role as part of the educational team. The belief in abilities and knowledge regarding the educational interpreter role, interpreting classroom content, construct, and discourse and if you believe it impacts student ability to learn and progress. Please indicate your opinion about each of the statements below by selecting the answer—based on the belief in your role, ability, and knowledge in what you can do when interpreting K-12.

[Questions in this section use the following scale:

nothing very little some influence quite a bit a great deal]

1. How much can you do to get through to the students that have difficulty in understanding the content of subjects?
2. How much can you do to help students think critically about a text?
3. How much can you do to encourage participation in a classroom discourse?
4. How much can you do to motivate students who show low interest in engaging in classroom content and subjects?
5. How much can you do to encourage students to participate in socialization with other students?
6. How much can you do to motivate students who show low interest in engaging in the interpreted message?
7. How much can you do to get students to believe they can do well in classwork?
8. How much can you do to help students value learning?
9. How much can you do to improve interpreted course content?
10. How much can you gauge student comprehension of what you interpreted?
11. How much can you do to monitor your interpretation of a text for your students?
12. How much can you do to improve the understanding of a student who cannot understand the nuances (meaning and affect) of a text?
13. How much can you do you in redirecting a student who is a behavioral issue?
14. How much can you do to encourage a student to engage with the classroom instructor?
15. How much can you do to adjust your interpretation to match the proper language level for individual students?
16. How much can you do in motivating students to participate in small group work and discussions?
17. How much can you do to make the student you interpret for enjoy coming to school?
18. How much can you do to get the student to trust the interpreter?
19. How much can you do to help other interpreters with their interpreting skills?
20. How much can you assess a student's understanding of the content when interpreting?
21. How much can you do to provide an alternative explanation or interpretation when students are confused about the interpreted message?

22. How much can your understanding of the interpreter role in education influence student success?

23. Is there anything you would like to add regarding this section of the survey?

Collective Efficacy-attitudes and beliefs of the environment

Part 2: This section of the questionnaire is designed for you to analyze the culture of the K-12 environment in which you are employed. Take a moment to consider your perceptions of the statements below toward the contribution you believe you make to the educational team and the support you receive in the arena of education.

[Questions in this section use the following scale:
strongly disagree disagree neither agree or disagree somewhat agree
strongly agree]

1. I consider myself an integral part of the educational team.
2. The educational team considers me an integral part of it.
3. I know where to access information about my student in the educational setting.
4. I have access to the student IEP.
5. I am a participant (not interpreting) during the student IEP.
6. I am requested to interpret during the student (for whom you are placed) IEP.
7. I am encouraged to voice my opinion about the student's communication facilitation needs to the educational team.
8. When I collaborate my opinion matters to the educational team.
9. When I collaborate with the classroom teacher my contribution matters to him/her.
10. When I collaborate with other interpreters employed in the district, my opinion matters.
11. I have access to available resources when preparing for classroom discourse.
12. The classroom teacher/s where I am placed understand my role as an educational interpreter.
13. The school professionals (as a whole) understand my role as an educational interpreter.
14. My colleagues, (interpreters) consider me an integral part of the educational team.
15. The school district where I am employed values and promotes professional development for interpreters.
16. Is there anything you would like to add regarding this section of the survey?

Demographics- All about you – Page Logic More Actions

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. Gender
3. What is your ethnicity? (Please select all that apply.)
American Indian or Alaskan Native; Asian or Pacific Islander; Black or African American; Hispanic or Latino; White /Caucasian; Prefer not to answer; Other (please specify)
4. What is your first language?
English
American Sign Language
Other (please specify)
5. Where did you learn sign language? Check all that may apply
Deaf parents
Deaf sibling
Other family members
Deaf Community
Academic classes
Other (please specify)
6. What is the highest level of school you have completed or the highest degree you have received?
Less than high school degree
High school degree or equivalent (e.g., GED)
Some college but no degree
2 year ITP Certificate
Associate degree
Bachelor degree in another field besides ASL-English Interpreting
Bachelor degree in ASL-English Interpreting
Graduate degree
Doctorate degree
- * 7. Certification(s) held: Please check all that apply
RID CI; RID CT; RID CSC; RID NIC; RID Advanced; RID Master; BEI; RID ED K-12; SC: L; State Certification; NAD Level III; NAD Level IV; NAD Level V; EIPA; Not certified; Other (please specify)
8. If you took the EIPA, what was your score?
- * 9. What state do you reside in?
10. Do you work in a rural, suburban, or urban setting?
Rural

Suburban
Urban
Other (please specify)

* 11. What grade level do you currently work? Check all that may apply.

K; 1st grade; 2nd grade; 3rd grade; 4th grade; 5th grade; 6th grade - 8th grade ;
9th grade -12th grade; Resource Room ; Instructional Design (Special Education
Resource Room); Itinerant; Substitute Interpreter; None of the above; Other (please
specify);

* 12. How many years have you been interpreting?

2-5; 6-10; 11-15; 16-20; 21-25; over 25

* 13. How many years have you been an educational interpreter?

2-5; 6-10; 11-15; 16-20; 21-25; over 25

14. How soon after training were you hired to work in the K-12 setting?

Immediately; 1-2 years; 3-4; 5-6; 7-8; 9-10; 10 +; Other (please specify)

15. Reflecting on your initial training and entrance to the field, did you receive
specialized training that prepared to work in the K-12 setting?

Yes

No

16. In what content areas do/did you receive training on during your initial training?

Check all that apply.

Math; Science; History; Language Arts; Writing; Readings; None of the above;
Other (please specify)

17. Please check any of the specialized training for interpreting in education you have
taken.

Educational Theory; K-12 Interpreting Settings; English as a second language ESL ;
Content specific coursework K-12; Language development; Child development;
Theory of the mind; Bilingual education; Literacy; Tutoring; I have interpreted
these sessions for deaf educators (check all that apply); Other (please specify)

18. I consider _____, when making decisions related to my
practice (select all that apply).

State and District policy
Registry of Interpreters for the Deaf RID
National Association of the Deaf; NAD
Classroominterpreting.org
National Association of Interpreters in Education
State/district interpreter guidebook
Demand Control Schema Theory
Teacher collaboration

Other (please specify)

19. What are the top three needs for the field of educational interpreting or your own personal needs as an interpreter? Most importance to least importance; (1. being the most important.)

- 1.
- 2.
- 3.

20. Is there anything else you would like to share?

Thank you for your time to contribute to the knowledge in the specialty of K-12 interpreting.

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your **current** ability, resources, and opportunity to do each of the following in your present position.

	None at all	Very Little	Some Degree	Quite A Bit	A Great Deal				
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

**APPENDIX B: REPORTED TOP THREE NEEDS FOR THE FIELD OF
EDUCATIONAL INTERPRETERS OR PERSONAL NEEDS**

Ranked #1

Support	Resources
Respect-higher classification as licensed staff	Respect/Acknowledgement
Training	Training
BS/BA degree	Training
Professional recognition-Not aide	Respect/Acknowledgement
Higher Pay	Money
Higher Standards	Standardization/Guidelines
More interpreters	Increased numbers
Skill continuity/development	Training
Role definition: When interpreter vs aid/tutor	Standardization/Guidelines
Increased pay	Money
Continued education	Training
Communication with team	Collaboration
Access to education specific skill building professional development	Training
Better understanding of our job and deaf from administration	Respect/Acknowledgement
Interpreters modeling toward Child's language	Standardization/Guidelines
Work with classroom teacher	Collaboration
Administrative understanding of role	Respect/Acknowledgement
More training	Training
Content specific training	Training
Continuity of interpreting academic vocabulary among our schools	Collaboration/cohesiveness
Child cognition	Training
More training/workshops for the working educational interpreter	Training
Professional Mentoring	Resources
Open communication with IEP team	Collaboration
Better access to professional development	Resources/training
Time	Time
Need for standardized EIPA clear guidelines	Standardization/Guidelines
Support from administration/TOD	Collaboration/Support
Treated equally	Respect/Acknowledgement
Role clearly defined	Standardization/Guidelines
Vocabulary	Training
Tools/advocacy for child	Resources
Demand control-schema	Training

Models of interpreted classroom material	Resources
Engaging in Deliberate Practice	Standardization/Guidelines
Access to course material	Resources/Collaboration
Recognition/support as a professional	Respect/Acknowledgement
Specialized ITP track for those interested in K-12 interpreting	Standardization/Guidelines
Subsidized professional development by district	Money
Language fluency-English and ASL	Training /Foundation
Deaf-Plus	Training
IEP Training	Training
Specific training for educational interpreting-College	Training
Isolated	Resources
Opportunities to meet with other interpreters in district	Collaboration
To be regarded as a certified professional rather than support staff	Respect/Acknowledgement
Higher pay	Money
Deaf cognition	Training
Stamina	Self-Care
Being prepared	Time
Qualified interpreters working in school	Standardization/Guidelines
Workshops specific to K-12	Training
Local professional development	Training
K-12 needs to be respected as a type of interpreting	Respect/Acknowledgement
Accepting all interpreters ASL or SEE	Respect/Acknowledgement
Teaching Strategies	Training
ASL skills and signed English skills	Training/Foundation
To be trusted to do my job independently	Respect/Acknowledgement
Understand student's level	Collaboration
Specialized training in ITPs for educational setting	Standardization/Guidelines
Continuing Education	Training
Professional development at a reasonable cost	Money
National requirements for educational interpreters (same in every state)	Standardization/Guidelines
Deaf child development	Training
Strong co-work connections/other interpreters	Collaboration
Administrative support	Respect/Acknowledgement
Training in science	Training
More access to teachers and TOD	Collaboration
Boundary training	Training
Feedback	Self-care
A fair wage	Money
How to prepare new material	Training
Time and resources to prepare	Time
Mentorship	Resources
More specialized training	Training

Top three needs for the field of educational interpreting or personal needs Ranked #2 in responses

Planning Time	Time
Support: assistance with certifications, professional development, continuing education	Training
Respect	Respect/Acknowledgement
Teaching degree	Training
Available resources	Resources
More breaks	Time
Mentorship opportunities	Resources
More websites with vocabulary for various subjects	Resources
Staying on top of lexical evolution	Training/Time
Feedback	Self-care
State requirements for educational interpreters	Standardization/Guidelines
Training focused solely on educational interpreting	Training
Collaboration	Collaboration
Prep Materials	Resources
Access to Mentorship	Resources
More resources	Resources
Deaf mentors	Resources
Soft skills to communicate with other members of IEP	Training
Know and understand student need	Resources
ASL English	Training
Higher degree (4yrs) and EIPA score	Standardization/Guidelines
Understanding community vs educational interpreting	Standardization/Guidelines
Role advocacy training	Training
Interpreter role/skills	Standardization/Guidelines
Practicing with colleagues	Collaboration
Recognition of skills training, treated like a professional	Respect/Acknowledgement
Respect in the field	Respect/Acknowledgement
Valued as a professional	Respect/Acknowledgement
Being allowed to be more involved with the educational team	Collaboration/inclusion
ASL classes for the students	Training
Better communication including interpreter in IEP	Collaboration
Workshops closer to home	Resources/training
Oversight regulation of IEP compliance/adherence/efficacy	Training
Story Space timeline	Training
Recruit Deaf adults to work in schools	Resources
Child development	Training
Prep time	Time
Support from school district	Resources

Working with Deaf Interpreters	Resources
Inclusion as a team member	Collaboration/inclusion
Comparable pay to freelance/VRS interpreters	Money
Mentorship	Resources
Child development	Training
How to educate administration	
English as a second language	Training
Hire separate interpreter for IEP	Resources
Clearer job description	Standardization/guidelines
Opportunities to collaborate	Collaboration
Local professional development	Training
Reading level	Training
Support	Resources
Building connections with student/staff	Collaboration
More training	Training
Outlet for stress	Self-care
On-going mentorship	Resources
Education (academics and deaf ed. Courses)	Training
Personal work space w/desk, computer, phone, etc.	Respect/Acknowledgement
Teachers role in the education of the student	Collaboration
State and administration to understand the difference between interpreters vs paraprofessionals.	Standardization/Guidelines
Communication	Collaboration
Better pay	Money
Ongoing professional development	Training
Specific skills related to educational interpreting	Training
Teamwork	Collaboration
Teacher support	Collaboration/resources
Training in math	Training
More access to materials, heads up on lessons, films	Collaboration/resources
Attending IEP as a participant	Collaboration/Respect
District provided CEU	Money/training
Advocacy training	Training
Reflective Practice (DC-S)	Training
National recognition as a profession and qualification/certification requirements in all states	Standardization/Guidelines

Top Three needs for the field of educational interpreting personal needs as an interpreter.
Ranked #3 by respondents:

Workshop reimbursement	Money
Better training for hiring	Standardization/Guidelines
Pay	Money
Experience with kids	Standardization/Guidelines

Competitive wages	Money
Acknowledgement for what I do	Respect/Acknowledgement
Required continuous training	Training
Improving quality for ITP	Standardization/Guidelines
To be recognized as an official, participating, contributory member of the educational team	Respect/Acknowledgement
Budget from district to improve skills	Money
Professional perspective of interpreters from other faculty	Respect/Acknowledgement
Professionalism (both by other interpreters and non-interpreters view of our position)	Respect/Acknowledgement
Check in time with teacher	Collaboration
Ability to voice our concerns to the proper people	Collaboration
Better moral support from fellow interpreters	Collaboration
Linguistic fluency	Training/foundational
Attend all staff functions, become vested in the student as an important part of the team.	Self-care Collaboration
Educating the educators on how to use an interpreter	Role advocacy, Standardization/Guidelines
Recognition as professionals	Respect/Acknowledgement
Deaf plus training	Training
More practice prep in actual interpreting situations in ITP	Training/foundational
Academic vocabulary building	Training
Allowing children to make their own decisions, don't be overly controlling	Role Guidelines
More prepared interpreters joining the field	Training/foundational
Living wage	Money
Ability to voice professional opinion	Respect/Acknowledgement
Receiving classroom materials ahead of time/prep time	Time/Resources
Administration understanding role of interpreter	Role advocacy, Standardization/Guidelines
Building one another up, not criticizing. Support all involved.	Collaboration
Ethics	Training
Collaboration events within the school	Collaboration
Models of effective educational teams that work with deaf students-role of classroom teacher, TOD, interpreter	Role advocacy, Standardization/Guidelines
Teaching theories	Training
More awareness of services we provide	Role advocacy, Standardization/Guidelines
\$	Money
Professional Development	Training

Meeting student where they are	Role
Professional development specific to Ed interpreting	Training
Specialized professional development, content-specific vocabulary and conceptual accuracy	Training
Available workshops in my state that pertain to educational interpreting	Training
Advocacy skills	Training
Technology education (learn to run captioning on various platforms, i.e.. Smartboards, iPads, computers, etc.	Training
Phonetics and literacy	Training
More opportunities for professional development that doesn't cost too much	Training/money
Mental Health	
Teacher training	Role advocacy, Standardization/Guidelines
To have a team of interpreters within a district	Increased numbers/Collaboration
More education for the classroom teachers before school starts	Role advocacy, Standardization/Guidelines
Resources	Resources
Having a positive attitude and being flexible	Self-Care
Education for educational interpreters expectations (what should parents know, deaf students know, teachers know)	Role advocacy, Standardization/Guidelines
More collaboration with other K-12 terps	Collaboration
Peers	Collaboration
Recruitment of new K-12 interpreters is vital many of us approach retirement	Increased Numbers
Professional development	Training
Self-efficacy	Training
To be included in lesson planning	Collaboration
The interpreters role in the classroom	Role advocacy, Standardization/Guidelines
Updated and dynamic continuing education workshops and conferences that specifically focus on educational settings	Training
Tools and time to prepare	Time/Resources
More substitutes needed	Increase in numbers
Chance for more collaboration between interpreters from different geographical areas	Collaboration
Training for interpreter role in IEP meetings	Role advocacy, Standardization/Guidelines
Prep for class discussion...looking up signs	Time/Resources
Adequate monetary support	Money

Deaf child mind development	Training
Ways to talk to gen ed teacher-how?	Collaboration
Feeling a real part of the educational team	Collaboration/inclusion
Administration education on roles, responsibilities and education of qualified interpreters	Role advocacy, Standardization/Guidelines
What we can do as part of our role and what we cannot do	Role, Standardization/Guidelines
Professional licensure	Guidelines
Better pay	Money
National Educational Interpreter Handbook or the like that all public schools and their interpreters have the same understanding and expectations of the interpreter role, responsibilities and need	Role, Standardization/Guidelines