

Signed Language Interpreting in K-12 Educational Settings: A Case for Specialization

By

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ABSTRACT

Signed Language Interpreting in K-12 Educational Settings: A Case for Specialization

By

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The field of signed language interpreting is becoming increasingly specialized yet very few educational options are available to prepare students enrolled in interpreter education programs for specialization. This is especially true for those entering the K-12 educational interpreting field since most available interpreter education programs are generalist in nature, focusing on broad skills in community settings.

Due to the specialized content knowledge and skills requirements of practitioners working in K-12 educational settings, many program graduates are graduating without the requisite skills to meet state-established minimum standards for employment. Data gathered from K-12 educational interpreters, students currently enrolled in interpreter education programs, and other Deaf Education stakeholders through a needs assessment may be used to develop an educational interpreter certificate program. This program would be supplementary to existing

interpreter education programs and focus specifically on preparing students of the profession to work as educational interpreters, thus providing one way to address the existing field-wide gap between interpreter education and professional credentialing.

Data from interpreter and student respondents focused mainly on preparedness regarding skills specific to working in K-12 settings while data from stakeholder respondents focused on credentialing requirements and the ability to locate qualified educational interpreters when needed.

Keywords: educational interpreter, educational interpreting, K-12 interpreting, interpreter education, certificate program, specialization, specialist training

Table of Contents

ACKNOWLEDGEMENTS iii

ABSTRACT..... iv

LIST OF TABLES viii

LIST OF FIGURES ix

Chapter 1: INTRODUCTION..... 1

Background 1

Statement of the Problem..... 5

Purpose of the Study..... 6

Theoretical Framework and Organization..... 7

Limitations of the Study 8

Definition of Terms..... 9

Chapter 2: LITERATURE REVIEW..... 15

Chapter 3: METHODOLOGY 22

Population..... 22

Design..... 23

Sample..... 24

Data Analysis Procedures..... 25

Chapter 4: RESULTS..... 27

Presentation of the Findings 27

Interpreter and Student Survey Results..... 27

Stakeholder Survey Results 55

Chapter 5: DISCUSSION..... 75

Discussion of the Findings..... 75

Chapter 6: CONCLUSIONS..... 79

Summary..... 79

Recommendations..... 81

Recommendations for Future Research 84

REFERENCES..... 87

Appendix A: STANDARD LEVEL 2 CERTIFICATIONS 92

Michigan Public Act 204, THE DEAF PERSONS’ INTERPRETER ACT 92

Appendix B: STANDARD LEVEL 3 CERTIFICATIONS 93

Michigan Public Act 204, THE DEAF PERSONS’ INTERPRETER ACT 93
Appendix C: INTERPRETER SURVEY 95
Appendix D: STAKEHOLDER SURVEY 116

LIST OF TABLES

Table 1 <i>Credentialing Requirements for Michigan Educational Standard Levels</i>	5
Table 2 <i>Time Needed to Achieve a 4.0 or Higher on the EIPA</i>	44
Table 3 <i>Time Needed to Become Certified (RID, NAD, BEI)</i>	45

LIST OF FIGURES

Figure 2 Interpreter State of Residence.....	28
Figure 3 Interpreter State(s) of Employment	29
Figure 4 Interpreter Employment Status	29
Figure 5 Interpreters Currently Working in K-12 Educational Settings	30
Figure 6 Interpreter Job Titles.....	31
Figure 7 Interpreter Employment Goals	32
Figure 8 Interpreting Credentials Held	33
Figure 9 Interpreters Registered as Educational Interpreters in Michigan	34
Figure 10 Interpreters Registered to Work in Michigan at the Various Educational Standard Levels	35
Figure 11 Qualifications for the Secondary Education Standard Level Within the State of Michigan	36
Figure 12 Interpreter Education Program Attendance	36
Figure 13 Degree Programs Completed by Interpreters and Students.....	37
Figure 14 Interpreters Whose Programs Offered Educational Interpreting Classes	38
Figure 15 Interpreters Who Received Instruction Related to Educational Interpreting	39
Figure 16 Interpreters Who Worked in Educational Settings After Graduation.....	39
Figure 17 Interpreter Preparedness for the Job of Educational Interpreter.....	40
Figure 18 Interpreters Taking the EIPA Before IEP Graduation.....	41
Figure 19 EIPA Scores for Students Taking the EIPA Before Graduation	41
Figure 20 EIPA Scores for Interpreters Taking the EIPA After Graduation	42
Figure 21 Interpreters Meeting State EIPA Score Requirements	43
Figure 22 Interpreters Working Toward Meeting Minimum EIPA Score Requirements.....	43
Figure 25 Feeling of Preparedness for Working in Educational Settings	46
Figure 26 Interpreters Who Think More Should Be Taught to Prepare for Work in K- 12 Settings.....	46
Figure 27 Topics Related to Educational Interpreting Included in Interpreter Education.....	48
Figure 28 Interpreters Wishing More Had Been Taught in Preparation to Work in K - 12 Settings.....	48
Figure 29 Interpreter Interest in Studying Educational Interpreting.....	49
Figure 30 Potential Enrollment if an Educational Interpreter Certificate was Offered by an Interpreter Education Program.....	50
Figure 31 Perception of an Educational Interpreting Certificate Preparing Students to Work as Educational Interpreters	50
Figure 32 Perception of an Educational Interpreting Certificate Helping Students Meet EIPA Minimum Score Requirements	51
Figure 33 Interest in Earning an Educational Interpreter Certificate.....	52
Figure 34 Perceived Benefit of Having an Educational Interpreter Certificate Available	53
Figure 35 Perception of the Need for Specialist Training for Interpreters Working in K-12 Settings.....	54

Figure 36 Perceived Need for Additional Education and Training to Shorten the Gap Between Graduation and Certification or Qualification	55
Figure 37 Descriptions of Stakeholder Positions	57
Figure 38 Stakeholder Job Titles	58
Figure 39 Stakeholder Knowledge of State Certification, Credentialing, or Licensure Requirements	59
Figure 40 Stakeholder Knowledge of Institutional Requirements for Certification, Credentialing, or Licensure	60
Figure 41 Stakeholder Knowledge of Required EIPA Scores for Credentialing or Licensure....	60
Figure 42 Stakeholder Knowledge of Waivers or Provisional License Use for Educational Interpreters Not Meeting State Requirements.....	61
Figure 43 Stakeholder Knowledge of Educational Interpreters Being Educated in the Specialty of Educational Interpreting	62
Figure 44 Stakeholder Knowledge of Collegiate Programs for Educational Interpreters	62
Figure 45 Stakeholder Knowledge of Interpreters Having Taken the EIPA	63
Figure 46 Stakeholder Knowledge of Interpreter Struggles in Obtaining State Minimum EIPA Scores.....	64
Figure 47 Topics Related to Educational Interpreting Included in Interpreter Education.....	65
Figure 48 Stakeholder Perception of Interpreter Competence in the Majority of Listed Topics.	66
Figure 49 Stakeholder Perception of the Need to Include the Listed Topics in Interpreter Preparation Curriculum.....	66
Figure 50 Stakeholder Perception of Interpreter Preparedness for Work in K-12 Settings with Specialized Education.....	67
Figure 51 Stakeholder Perception of Interpreter Preparedness for Work with an Educational Interpreting Certificate.....	68
Figure 52 Stakeholder Perception of an Educational Interpreter Certificate Program Helping Interpreters Meet Minimum EIPA Score Requirements.....	69
Figure 53 Stakeholder Perceived Benefit of Having an Educational Interpreter Certificate Available	70
Figure 54 Stakeholder Perception of the Need for Specialist Training for Interpreters Working in K-12 Settings	71
Figure 55 Stakeholder Perceived Need for Additional Education and Training to Shorten the Gap Between Graduation and Certification or Qualification	72
Figure 56 Stakeholder Perception of Qualified Educational Interpreter Availability in Their Area	72
Figure 57 Stakeholder Perception of an Educational Interpreter Certificate Program Increasing the Number of Qualified Educational Interpreters.....	73
Figure 58 Stakeholder Ability to Fill Interpreter Requests with Qualified Educational Interpreters	74

Chapter 1: INTRODUCTION

The idea for this needs assessment was conceived and conceptualized, piece by piece, over the course of my 22-year career as an educational interpreter working between English and American Sign Language (ASL) and interpreter educator specializing in skills development workshops for interpreters working in educational settings. Juxtaposing my entry into the field of educational interpreting against that of novice interpreters today, I have witnessed newer generations of educational interpreters experience the same trials and tribulations I did and yet, for these novice practitioners, the landscape of the field is profoundly different. How is it that, as a profession, we have a deeper knowledge and understanding of the difficulties, nuances, and skills required to successfully meet the developmental needs of students in education settings and yet, at the same time, offer so little to prepare the professionals attempting to do so?

This very question is what planted the seed that ultimately grew into this study, which seeks to assess the need for specialized education for those professionals serving Deaf, DeafBlind, and Hard of Hearing students in K-12 settings.

Background

Educational opportunities for signed language interpreters have a short history compared to other fields of study. While the first classes for interpreters were taught by Lottie Riekehof at the Central Bible Institute, in Springfield, Missouri, in 1948, there was a lack of formalized training outside of conferences and workshops until the 1960s (Ball, 2013). In 1964, the first workshop on interpreting for the Deaf was held at Ball State Teachers College, and the National Registry of Professional Interpreters and Translators for the Deaf - later named the Registry of Interpreters for the Deaf – later named the Registry of Interpreters for the Deaf (RID) - was

established. The following year, the first curriculum for training interpreters was published (Quigley & Youngs, 1965).

In general, individuals who worked as interpreters prior to the establishment of RID and even after had some connection with the Deaf community. They were, for example, hearing children born to Deaf parents, or they were individuals working as missionaries wishing to make worship accessible to individuals who were Deaf. When the Vocational Rehabilitation Act Amendment was passed in 1954 (Vocational, 1954), the demand for interpreters increased as funding was opened to vocational rehabilitation programs specifically for individuals who were Deaf. Additional legislative changes in 1973 (Title 5 of Section 504 of the Rehabilitation Act [U.S., 1973]), 1975 (PL 94-142, the Education for All Handicapped Children Act [Education, 1975]), 1978 (the Court Interpreters Act [Court, 1978]), and 1990 (the Americans with Disabilities Act [ADA, 1990] and the Individuals with Disabilities Education Act [IDEA, 1990/2004]) all had the effect of increasing demand for qualified sign language interpreters in an increasing variety of settings, including K-12 education, requiring a variety of generalist and specialist skills.

In response to this growing need, there exists a growing number of post-secondary programs around the United States to educate and train signed language interpreters. These programs offer degrees and certificates in undergraduate and graduate programs and, occasionally, specialty certificates in areas such as medical interpreting and educational interpreting. In 1988, only two of the 48 established interpreter education programs were designed to prepare interpreters to work with youth in educational settings. By 1999, there were three specialized programs among the 73 available (Johnson, et al., 2018).

Today, a search in the RID Interpreter Education Program database yields much higher numbers for the overall available educational programming available for students of the profession (RID, 2014):

- 53 certificate-level programs
- 83 associate-level programs
- 57 bachelor-level programs
- 8 graduate-level programs

Of these programs, only three associate-level programs and 15 bachelor-level programs are accredited through the Commission on Collegiate Interpreter Education (CCIE, n.d.). Neither the CCIE directory nor the Conference of Interpreter Trainers (CIT) directory (CIT, 2023) provided any information specific to which programs currently offer a certificate or degree in educational interpreting or any other specialization.

Within Michigan, there are five interpreting programs: three associate-level programs housed at community colleges and two bachelor-level programs at universities. Each of these programs is generalist in nature and there are currently no degree or certificate programs for specialization. Of the programs available in Michigan, some do offer a semester-long class focusing on educational interpreting. Among the three associate level programs, two offer a two-credit recommended elective related to educational interpreting and one includes a required two-credit course in educational interpreting. Of the two bachelor level programs, one offers a one- to three-credit course for interpreting in specialized settings that will, on occasion, focus on educational interpreting and the other is an inverted major for students having completed an associate level degree at another institution, requiring no additional training within the field of

study (interpreting) for degree completion universities (Lansing, n.d.; Madonna, n.d.; Mott, n.d.; Oakland, n.d.; Siena, n.d.).

Regardless of degree level, the goal of post-secondary interpreting programs is to prepare students to become qualified for work as signed language interpreters. What, though, does qualified mean? The Americans with Disabilities Act, or ADA, defines a qualified interpreter as “someone who is able to interpret effectively, accurately, and impartially, both receptively and expressively using any necessary specialized vocabulary” (U.S. Department of Justice, 2014, paragraph 7). The Individuals with Disabilities Education Act (IDEA), states that personnel are to have “the knowledge and skills to effectively support students with disabilities” (Sec. 662.20 USC 1462). Personnel refers to the 11 primary categories of related service providers for students with disabilities, of which interpreters are one. Neither piece of legislation specifies what “qualified” means or what credentials predicate an interpreter being considered qualified. Rather, interpretations and requirements are left to each state and vary widely.

One example of this variation can be found in a comparison of Florida and Michigan. Florida, like many other states, currently does not have any standard requirements for either a permanent or provisional interpreting credential for educational settings (NAIE, 2021). Michigan, on the other hand, has stringent requirements that differ by level. The established minimum standard for educational interpreters working in elementary school settings (pre-kindergarten to grade six) in Michigan is an Elementary Education Standard Level, attained with an Elementary Educational Interpreters Performance Assessment (EIPA) score of 4.0 or higher, in any of the offered testing modalities of American Sign Language, Pidgin Sign English, or Manually Coded English, and a passing score on the EIPA written test. Interpreters working in secondary school settings from grade 7 through age 26 with IEPs and/or 504 plans have a

minimum standard of an Elementary (attained with an Elementary EIPA 4.0 or higher on any of the available modalities) *or* Secondary Education Standard Level (attained with an Elementary *or* Secondary EIPA score of 4.0 or higher on any of the available modalities) and a passing score on the EIPA written test. Alternatively, they may be qualified with a Secondary Education Standard Level (attained with a Standard Level 2 [Appendix A] or 3 [Appendix B] Certification), have a deaf interpreting (DI) or Certified Deaf Interpreter (CDI) credential or another State recognized certification (PA 204, 1982), as shown in Table 1.

Table 1

Credentialing Requirements for Michigan Educational Standard Levels

Michigan Educational Standard Levels	
Elementary Education Standard Level	Secondary Education Standard Level
Pre-Kindergarten up to Grade 6	Grade 7 through Age 26 with IEP/504
EIPA Written Test <i>AND</i> Performance Test	EIPA Written Test <i>AND</i> Performance Test
EIPA Score 4.0 or higher	EIPA Score 4.0 or higher
Elementary Assessment	Elementary <i>OR</i> Secondary Assessment
ASL	ASL
PSE	PSE
MCE	MCE
	<i>OR</i> Standard Level 2 Certification
	<i>OR</i> Standard Level 3 Certification
	<i>OR</i> DI/CDI Credential
	<i>OR</i> Other State Recognized Certification

Statement of the Problem

Herein begins the problem faced by practitioners within the field focusing on the provision of services in K-12 educational settings. While interpreting programs in Michigan are structured as generalist programs, educational interpreter credentialing in Michigan requires specialist skills, as does the job itself. Compounding this issue is the data indicating how many interpreters provide services in educational settings and their performance levels when having

their skills assessed. Humphrey and Alcorn (2007) stated that “a majority of graduates from interpreter preparation programs will work in an educational setting” (p. 325). Corroborating this is a publication that the National Interpreter Education Center (NIEC) prepared for the Rehabilitation Services Administration. The authors stated, “Although only a few programs aim to prepare interpreters for K-12 educational settings, as much as 74% of interpreting programs participating in the 2014 NIEC Interpreter Education Program Needs Assessment survey indicated that the first or second most frequent setting in which new graduates find employment within one year of graduation is K-12 education,” (Cogen and Cokely, 2015, p.30). Meanwhile, the Michigan Department of Education Low Incidence Outreach (MDE-LIO) reported that, as of October 2019, 200 EIPAs have been scored at 4.0 or higher while 612 were scored below 4.0 (MDE-LIO, n.d.). This data does not indicate whether testers are recent graduates or current students enrolled in an interpreter education program, if they attended an interpreter education program, or if they are interpreters previously or currently working as K-12 educational interpreters. If the data indicates that most graduates from interpreting programs will provide services in K-12 educational settings while struggling to meet the standards required to do so, why is there such a scarcity of education or training to prepare them? If this scarcity is to be reconciled, a question needs to be answered: how can specialist education or training be addressed within an interpreting program to support students intending to work in K-12 educational settings while supporting the acquisition and development of the necessary skills required for qualification?

Purpose of the Study

The purpose of this study was multifaceted. The research attempted to identify a need within the greater signed language interpreting field for specialized education and training. The

need for educational interpreter specialized education and training was assessed by gathering and analyzing data collected through two differentiated needs assessment surveys sent to interpreters and interpreter education program students, individuals working as department heads or supervisors within interpreter education programs, individuals working for interpreter referral agencies that provide interpreters for K-12 settings, individuals overseeing or coordinating interpreting services for students who are Deaf, DeafBlind, or Hard of Hearing in a public education setting, and individuals working within a state department of education or state agency overseeing, coordinating, or providing support, training, or services for interpreters in K-12 settings. The research also attempted to identify what content areas should be included in an educational interpreter certificate program or other approach to specialized education and provide recommendations for such a program.

Given the current structure of educational opportunities for students of the profession and the requirements within Michigan, and elsewhere, for credentialing, I predict that results will demonstrate both the need and desire for specialist education to support future educational interpreters.

Theoretical Framework and Organization

This project is rooted in the Validation Process Theory (Sugrue, 2004). Sugrue explained that “our practices become validated through research in two ways, from theory and from best or common practice” (p. 9). Both the theory-based and best practice routes were used to inform the surveys developed for interpreters and other stakeholders.

Similar to needs assessments that have come before, such as Fisher’s 2018 work considering the need for an interpreter education program in the West River region of South Dakota, this study focused on the current availability of interpreter education programs and

whether or not they are meeting the needs of students, practitioners, and other Deaf education stakeholders in preparing individuals for entry to the field while satisfying an established minimum level of competency.

The information gathered from interpreters and stakeholders was worked through the theory-based route to validated practice (Sugrue, 2004) and compared to the current literature from the best practice route to validated practice (Sugrue, 2004). The results informed the recommendations for educational interpreter specialist education.

Limitations of the Study

Several limitations were identified in this study. As this study was designed to collect input from two distinct groups, a minimum level of participation was anticipated from each. While the survey focusing on interpreters and students currently enrolled in an interpreter education program surpassed that anticipated participation threshold, there was minimal input from currently enrolled students. The survey was shared on social media and allowed for snowball sampling; however, this researcher was relying on a combination of purposive and snowball sampling by sharing the call for participants with each of the interpreter education programs registered on the RID website for them to share with their currently enrolled students. Without the dissemination of the call for participation from these programs, students across the United States largely had no access to the survey. Although survey responses from the interpreter and student survey came from 80% of the United States, seven student responses do not necessarily provide a holistic representation of the overall need being measured for this group; thus, the data provided from the students participating in this study provide very little insight from their perspective. As such, this group will be referenced along with current practitioners as *interpreters or practitioners* for clarity.

At the time the call for student participation was shared with the interpreter education programs, an additional call for participation was included for those professionals within the programs who identified as one of the stakeholders. While there were 17 responses received by stakeholders representing 11 states, this level of participation was beneath the desired and anticipated level of participation. The number of responses provided limited data, making it difficult to extrapolate on a national level and preventing representation from a diverse population.

The number of responses for both surveys might have been higher if the data collection period had been longer, if additional entities had participated in the snowball sampling, and/or additional entities had been identified for the purposive sampling.

Definition of Terms

American Sign Language (ASL): ASL is a visual, gestural language expressed through hand and body movements as well as facial expressions with its own grammar and syntax. It is the primary language used among members of the Deaf community in the United States and many parts of Canada.

Board for Evaluation of Interpreters (BEI): The Board of Evaluation of Interpreters (BEI) is a certification program developed in Texas. Operating under the Office of Deaf and Hard of Hearing Services (DHHS), the BEI program tests individuals seeking certification to work as signed language interpreters. While developed in Texas, several states – including Michigan – lease the BEI testing program at their own state levels (Texas, 2016-2023).

Certified Deaf Interpreter (CDI): Certified Deaf Interpreters (CDI) are interpreters who are Deaf or hard of hearing and have passed the CDI examination offered through the RID. Certification represents that CDIs have demonstrated knowledge, understanding, and proficiency

in a number of areas including interpreting, deafness, the Deaf community, and Deaf culture (RID, 2023).

Commission on Collegiate Interpreter Education (CCIE): The Commission on Collegiate Interpreter Education (CCIE) is an accreditation body founded to promote professionalism in the field of sign language interpreter education (CCIE, n.d.).

Deaf: The National Deaf Center on Postsecondary Outcomes (2021) defines *deaf* as an all-inclusive term to “include people who may identify as d/Deaf, DeafBlind, DeafDisabled, hard of hearing, late-deafened, and hearing impaired” (NDC, 2021). There is often distinction between *deaf* and *Deaf*. This distinction recognizes the difference between audiological deafness (not hearing) and cultural Deafness (sharing the language of ASL and Deaf culture).

Deaf Education Stakeholders: For the purposes of this study, Deaf education stakeholders are defined as individuals identified as having a vested interest in the education of signed language interpreters working, and intending to work, in K-12 educational settings.

Deaf Interpreter (DI): A Deaf interpreter performs the same job as a Certified Deaf Interpreter but is not certified through the RID.

DeafBlind: DeafBlind refers to individuals who have a combination of both hearing and vision loss to some degree.

Educational Interpreters: Educational interpreters are specialists within the broader field of signed language interpreting who provide communication access to students who are Deaf, DeafBlind, or Hard of Hearing language learners in educational settings such as the classroom, on field trips, and during extra-curricular activities pursuant to a student’s Individualized Education Plan (IEP). For the purposes of this study, educational interpreters are intended to indicate those practitioners working with students in K-12 settings.

Educational Interpreters Performance Assessment (EIPA): The Educational Interpreters Performance Assessment (EIPA) is a diagnostic skills assessment developed by Boys Town National Research Hospital in Omaha, Nebraska and administered to interpreters working or planning to work in K-12 educational settings. It is currently the only assessment available to evaluate the ability of educational interpreters to perform their job. There are two performance tests available: elementary and secondary. Each is available for different language modalities, including ASL-Pidgin Signed English (PSE) and PSE-ASL. Previously available modalities included Manually Coded English (MCE) and Cued English. Assessments are not certification tests (EIPA, 2022).

EIPA Written Test: The EIPA written test is a knowledge-based exam that evaluates the educational interpreter’s “understanding of information that is critical to performing with students in an educational setting...covering the following nine domains: child language development, culture, education, English, interpreting, linguistics, literacy and tutoring, professionalism, and technology” (EIPA, 2022).

Generalist Program: A generalist program is an approach to interpreter education that helps prepare students for entry into the field with the skills to work in a wide range of settings such as workshops, meetings, VRS, and trainings. These settings are usually low-risk and non-complex.

Hard of Hearing: Hard of hearing refers to individuals with some measurable level of decibel loss typically between mild and severe. Hard of Hearing individuals may identify as Deaf and use ASL or another signed language modality to communicate.

Interpreter Education Program: An interpreter education program (IEP) is a higher education curriculum to educate and prepare students to work as professional signed language

interpreters. IEPs are also known as interpreter training programs (ITP) and interpreter preparation programs (IPP). Graduation from an IEP/ITP/IPP does not guarantee entry into the field as many states require certification, credentialing, and licensing to work. For the purposes of this study, IEP should not be confused with the IEP (individualized education plan) within special education legislation.

National Association of Interpreters in Education (NAIE): The National Association of Interpreters in Education (NAIE) is a national professional organization for interpreters working in educational settings. Established in 2016, the NAIE “was established as a non-profit organization which promotes the pursuit of professional excellence regarding interpreting services in educational settings” (NAIE, 2023). Today, their mission is to “[promote] best practices and professional standards to ensure equitable access to education for deaf, hard of hearing, and deafblind students.”

National Interpreter Certification (NIC): The National Interpreter Certification (NIC) evaluates an interpreter’s “general knowledge in the field of interpreting, ethical decision making and interpreting skills. Candidates earn NIC certification if they demonstrate professional knowledge and skills that meet or exceed the minimum professional standards necessary to perform in a broad range of interpretation and transliteration assignments” (RID, n.d.). Some of the previously awarded RID certifications are listed in Appendices A and B. All RID certifications previously awarded are still recognized in the field.

Registry of Interpreters for the Deaf (RID): The Registry of Interpreters for the Deaf (RID) is “the national certifying body of sign language interpreters and is a professional organization that fosters the growth of the profession and the professional growth of interpreting” (RID, 2015-2023). Its purpose “is to serve equally our members, profession, and

the public by promoting and advocating for qualified and effective interpreters in all spaces where intersectional diverse Deaf lives are impacted” (RID, 2015-2023).

Related Service Provider (RSP): Related service providers (RSPs) are educational professionals that provide *related services* as specified by the Individuals with Disabilities Education Act (IDEA). The IDEA defines *related services* as “transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes” (IDEA, 2004).

Standard Level (S.L.): Within Michigan, interpreter qualifications are established by Standard Level, levels that indicate the complexity and risk level of various settings. Standard Level 1 denotes proceedings that are non-complex and low risk. None of the proceedings falling under Standard Level 1 include topics related to health/mental health, legal, employment, finance, or government; Standard Level 2 denotes proceedings that are moderately complex with medium-high risk and includes healthcare (with a Medical/Mental Health endorsement), government, employment, and finance; Standard Level 3 denotes proceedings that are high risk, including legal (which requires a Legal endorsement). There is a separate Educational Standard Level for non-post-secondary proceedings. This Standard Level is delineated between Elementary (pre-K through grade 6) and Secondary (Grade 7 through Age 26 with an IEP/504 plan) (Deaf, 1982/2007).

Quality Assurance Test (QA/QAST): A quality assurance test is a state- or regional-level assessment for interpreters to determine an individual's proficiency and skill level. These assessments are used to evaluate one's interpreting skills and ethics and are often used to satisfy state-level credentialing requirements for licensure and employment.

Chapter 2: LITERATURE REVIEW

Specialization training is a frequent topic at continuing education workshops for interpreters and among colleagues when working. When the Rules and Regulations for PA 204 (Deaf Person's Interpreter Act, 1982/2007) were promulgated and subsequently passed in Michigan, they changed the way interpreters practiced in Michigan. Suddenly, it was not enough to hold certification or another credential. Instead, state-issued endorsements were required to provide services for individuals who are DeafBlind or to accept a medical, mental health, or legal assignment. Educational interpreters had to meet specific credentialing and assessment requirements to work in elementary settings and these requirements differed from the requirements for secondary settings. Interpreters around the United States working remotely providing video remote interpreting (VRI) to clients or consumers located in Michigan were equally impacted by these requirements (Deaf Person's Interpreter Act, 2007). These changes, however, did not happen overnight. Rather, it was a long, arduous journey.

“Although the need for interpreters in public school settings has increased, the discipline of educational interpreting is still relatively new and many school districts are unaware of the type of training and skills needed to serve as an educational interpreter” (Schick et al., 1999, p. 144). Certainly, this defines my entrance into the field of educational interpreting. Unfortunately, this trend has not much changed. An NCIEC report stated,

“Currently, there are inadequate federal and state guidelines governing the quality of interpreting services that should be provided in the mainstream setting, and it is often left to individual school districts, which generally know little about what is needed for effective communication with d/Deaf students, to define support service options” (Cogen and Cokely, 2015).

When I started my career in 2001, still a student, I did not have the benefit of training or education specific to educational interpreting, of a mentor to help guide me in my practice, or many publications (e.g., books, articles, and research) to support my practice. What I did have was a pseudo-internship that manifested by way of working and schooling simultaneously. Hindsight has shown me that while my decision to work as an educational interpreter at the inception of my career was not illegal, it was questionable. I did not have the language fluency necessary to provide effective communication. According to Johnston (2007), “New interpreters lack the ability to analyze their work. Lacking real fluency in ASL they miss the interplay of related features that affect meaning” (p. 268). Moreover, the lack of competency among interpreters working in educational settings has been noted for decades. In the late 1980s, “a national commission was formed and funded by the U.S. Congress to review the state of education of the deaf. This commission stated that access to a classroom was a ‘mockery’ if an interpreter was not qualified” (Commission of Education of the Deaf, 1988, p. 103, as quoted in Schick, Williams, and Kupermintz, 2006, p. 4).

Fortunately, current students and researchers have the benefit of multiple newly published works and tools such as the National Association of Interpreters in Education Code of Ethics (2021). This document, for example, serves as a brick in the foundation of educational interpreter education as it addresses the role of the classroom interpreter, issues related to disability legislation, working as part of a team of professionals, professional behavior, and ethical practices.

Continuing to look back over the early days of my career, I recognize that my education was beneficial to helping me attain my various credentials. What I learned in school helped me to earn my original Michigan Quality Assurance Level 2 and was instrumental in helping me

achieve my RID NIC and BEI II (Advanced); however, I recognize that it played a far smaller role in achieving qualified-level scores on my Elementary and Secondary Educational Interpreter Performance Assessments. Years of self-study, working with mentors, attending workshops, and deliberate practice helped me develop those skills by utilizing a generic performance improvement process as described by Sugrue (2004). This process helped fill in a gap left after formal education. For interpreters preparing for graduation, attempting to enter the workforce, a years-long effort to achieve specialization post-graduation is not always possible. What does this mean for the various interpreter education programs and students of the profession? Perhaps specialized education holds the key.

Walker and Shaw (2011) addressed the challenges interpreters face in the workforce due to the need for specialized training. Analyzing preparedness of recent graduates within six specialties of the interpreting field, educational settings among them, Walker and Shaw noted that 55% of graduates were working in educational settings within a year of graduation, 38% immediately upon graduation (p. 8). Respondents indicated the determining factor in feeling prepared to work in this setting, and accepting work, was having graduated from an interpreting program. Walker and Shaw concluded there is a need within interpreting programs to address situational volatility as part of the training process.

Walker and Shaw's conclusion supports a quasi-framework I have long held. Educational interpreters are like a square peg in a round hole. Working in public education, any situation can quickly change from educational to medical, or from educational to legal. Situational awareness allows the educational interpreter to identify this shift and recognize whether to proceed with the assignment or call for a replacement. While a particular interpreter may recognize a lack of skills and qualifications to accept an assignment in a legal setting such as a police station or

courthouse, can the interpreter recognize that a meeting between child protective services and a Deaf or Hard-of-Hearing student is also legal?

While specialization exists across fields of study and work, there remains a general question about the practicalities as it relates to signed language interpreting. Witter-Merithew and Nicodemus (2010) proposed a framework for specialization, “Conceptualizing a Framework for Specialization in ASL-English Interpretation: Implications for Interpreter Education.” Importantly, the authors addressed practicalities that accompany specialization, such as credentialing, and consequences, such as cost of services. They offered their framework for specialization as one of many steps toward a “practical system of governance” (Witter-Merithew & Nicodemus, 2010, p. 86).

This framework continues to be quite relevant today. RID placed its Ed: K-12 interpreting credential under moratorium in 2016 when the Center for the Assessment of Sign Language Interpretation (CASLI) was created to oversee certification. While practitioners’ currently-held credentials are still recognized, no new credentials have been awarded since the moratorium was initiated. Regarding reinstatement, there are three relevant criteria: a member motion regarding the recognition of non-RID tests, the membership body adopting these criteria, and application by testing bodies for recognition (Interpreting, n.d.; RID, 2015-2023). It is unknown whether the Ed: K-12 credential will eventually be reinstated. As an interpreter holding this credential, I recognize its value – and also its limitations. The Ed: K-12 credential was not a certification test nor is it based on one. It was awarded to interpreters who a) satisfied the educational requirement for certification through RID; b) passed the EIPA written test; and c) assessed at a 4.0 or higher on *either* the Elementary or Secondary EIPA. While an increasing number of states require an EIPA score, the minimum score requirement varies from a 3.0 to 4.0

(NAIE, 2021). Additionally, the EIPA is not a certification test; rather, it is a diagnostic skills assessment designed to evaluate an interpreter's skills and knowledge (Boys Town, 2021). There is no certification test specific to educational interpreting.

In their recent publication titled "Complexities in Educational Interpreting: An Investigation into Patterns of Practice," Johnson et al. (2018) stated:

Because there was no national certification specifically for educational interpreters, school districts were individually responsible for evaluating knowledge sets and interpreting skills. Traditional tools of interpreter evaluation, such as that administered by the Registry of Interpreters for the Deaf, could only indirectly assess interpreters working in educational settings with children because those evaluations were designed for interpreters working with adult consumers (p. 21).

The authors provided a well-rounded assessment of educational interpreting and facets that need to be considered including patterns of practice, legislation, curricula, assessment, and employment standards. As I looked at assessing the need for specialized instructional opportunities and the structure of what that instruction looks like, these appeared relevant to developing my research questions.

Instruction is intended to produce learning outcomes, measurable skills, and subskills, that practitioners of a particular field of study should understand and be able to apply. When I started co-developing and co-presenting workshops for educational interpreters, it was often difficult to gauge what content areas others in the field needed. Some of my early workshops used data that was pooled together within my employment district from our collective EIPA reports. This felt very much like reverse engineering. Rather than determining what was needed prior to assessment, we looked at the results of assessment to determine the pieces used for the

framework. Meanwhile, as I started to present more frequently to a broader audience, content development was being requested by workshop hosts. Questions throughout each workshop related to qualifications, assessment, subskills as measured on the EIPA, the role of the interpreter, ethical decision making, information sharing, and linguistics. These questions eventually led to my entry into academia and research. The research process has yielded these two additional findings, both addressing interpreter competencies and learning outcomes.

Jones (2004) defined the educational interpreter and identified two issues pertaining to educational interpreting: the qualifications and roles and responsibilities. He also noted that at the time of writing, there was very little research conducted on interpreting in public school settings (p. 116). Jones addressed one of the biggest issues surrounding qualifications:

Deaf and hard of hearing students cannot meet high expectations (or even, heaven forbid, minimum expectations) when we do not even ensure that, at minimum, K-12 educational interpreters can provide equal access. Deaf students, with the help of their parents, school personnel, and peers, will drive themselves to achieve. However, they will not be successful if interpreters are not qualified (p. 122).

He continued:

It would be unconscionable and unacceptable to place any student with a teacher who is not qualified (i.e., certified, educated, and experienced). In fact, a teacher who is not qualified would not be a teacher at all. Yet, the above data show that deaf and hard of hearing students are subjected to unqualified, uncertified interpreters regularly (p. 122).

Jones concluded with several recommendations of action, including establishing *standards for educational interpreters, standards for interpreter evaluation, and appropriate*

educational programs [emphasis added] to provide adequate preparations for work in a specialty field.

Some of Jones' recommendations are coming to fruition. States adopting the EIPA as a measurement tool for educational interpreter competency levels, the EIPA itself as a diagnostic skills assessment for educational interpreters, and, in 2008, Patrie and Taylor's publication "Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12th Grade Settings," tackled the issue of education for interpreters planning to work in K-12 settings. They stated that standardization of competency levels for interpreters working in educational settings would, in fact, lead to improved access to the curriculum. This, in turn, increases student opportunity to free appropriate public education.

Patrie and Taylor (2008) further outlined measurable outcomes that interpreters should demonstrate after completing a degree, a specialty track, or a minor in educational interpreting. The outcomes fall into three domains: knowledge-based outcomes, skills-based outcomes, and professional attributes-based outcomes. Noting the specificity of these outcomes, one may start to understand why so many interpreters entering the field of K-12 interpreting after graduating from a generalist-focused program feel overwhelmed and struggle to assess at the 4.0 or higher level on the EIPA. In addition to identifying the measurable outcomes interpreters should be able to demonstrate, Patrie and Taylor suggest possible course sequencing for educational interpreting. This is an invaluable tool for interpreting programs, or individuals, interested in establishing a certificate program or specialty track.

Chapter 3: METHODOLOGY

In Michigan, credentialing requirements are established in such a way that interpreters providing services within K-12 education must become specialized practitioners. There are five interpreter education programs within the state, two offering bachelor-level degrees and three offering associate-level degrees, for students of the profession. Of the five programs, there are two points worth emphasizing: first, only one two-year program is accredited through the Commission on Collegiate Interpreter Education, although all five institutions are accredited through the Higher Learning Commission. Second, there exists no option for specialized educational interpreter education or training at the degree or certificate level to prepare students for credentialing and entry into the workforce.

As stated previously, the purpose of this needs assessment was multifaceted. The research attempted to identify a need within the greater signed language interpreting field for specialized training. The research also attempted to identify what content areas should be included in an educational interpreter certificate program or other approaches to specialized education and provide recommendations for such a program. The overarching question becomes: is there interest among practitioners in a certificate program that would supplement existing generalist interpreter education?

Population

The needs assessment was designed to collect data from two participant groups. The first group consisted of interpreters and future interpreters-students currently enrolled in an interpreter education program. The second group consisted of stakeholders-specifically, individuals working as a department head or supervisor for an interpreter education program; individuals working for an interpreter referral agency providing interpreters in K-12 settings; individuals overseeing or

coordinating interpreting services for students who are Deaf, DeafBlind, or Hard of Hearing; and/or individuals working at a state department of education or state agency overseeing, coordinating, or providing support, training, or services for interpreters in K-12 settings.

Design

Data collection for these participant groups occurred through the dissemination of two independent surveys. Questions within each survey were developed with each participant group in mind. The survey developed for interpreters and students currently enrolled in an interpreter education program included 40 questions and the survey developed for stakeholders included 29. There were a few questions asked of both groups for data triangulation.

Each survey utilized a combination of three sampling methods: convenience, purposive, and snowball.

Data collection included participant demographic information such as age, race, gender, state of residence, employment status, employment goals, job title, education level, area of study, and current credentials.

A survey link via Google Forms was sent to all interpreters registered as having an Elementary and/or Secondary Standard Level in the Michigan Online Interpreter System (MOIS). The link was also shared online in several Facebook groups for educational interpreters, including Best Practices in Educational Interpreting, MI Ed Terps, Michigan Terps for Endorsements, Michigan Sign Language Interpreters, NAIE Member Network, IEIS RID Member Section, Interpreters Helping Interpreters (IHI), and Educational Interpreter Support Group. Additionally, the survey link was sent to each of the interpreter education programs listed on the RID website with the request that it be shared with the students enrolled in their programs, to each NAIE State Ambassador with the request to share the survey with their state's NAIE

members, and to the current NAIE board with the request they share with the educational interpreters in their states.

Data collection included participant demographic information, such as age, race, gender, state of residence, employment status, employment goals, job title, education level, area of study, and current credentials. To protect the privacy and confidentiality of participants, all survey data were collected anonymously utilizing Google Forms. Data will remain private and secure in a password-protected electronic location only available to the researcher. All information will be deleted three years after the project has been completed or the research has been published, whichever is later. Names and email addresses were not collected to maintain participant anonymity and published results do not include identifying information from any of the participants.

There were no known risks to individuals choosing to participate in this survey. While there were no direct benefits to participants choosing to participate in this study, their participation identified whether a need exists for specialized education to prepare interpreters for entry into the field of educational interpreting, thus benefitting practitioners, future practitioners, and Deaf and Hard of Hearing students through such specialized interpreter education.

Sample

The desired number of participants for this needs assessment study was 25. Participants had to be at least 18 years of age, live and work in the United States, and identify as one of the following:

- An interpreter currently working full-time or part-time in K-12 education;
- A student studying interpreting with the intention of working in K-12 education;

- An individual working as a department head or supervisor for an interpreter education program;
- An individual working for an interpreter referral agency providing interpreters in K-12 settings;
- An individual overseeing or coordinating interpreting services for students who are Deaf, DeafBlind, or Hard of Hearing in a public education setting; or,
- An individual working at a state department of education overseeing, coordinating, or providing support, training, or services for interpreters in K-12 settings.

The process for data collection included two online surveys, one for interpreters and another for stakeholders, with prompts available in both ASL and English. Participants completed the survey voluntarily and anonymously. Participants were provided the option to withdraw from the survey at any time and no penalty was assessed if they chose to do so. Additionally, participants were given the option to withhold answers from any survey item except those establishing qualifications to participate. A consent form complying with requirements established by the Institutional Review Board was provided electronically to all potential participants, in both ASL and English, that required completion prior to participation in the surveys (see Appendixes C and D for consent forms).

Data Analysis Procedures

This quantitative study was designed to collect related data from both the interpreter participant group and the stakeholder participant group through two differentiated surveys. Once data collection closed, responses from each question were used to create a visual representation of the data. While not a qualitative study, there were a limited number of questions collecting qualitative responses which were analyzed and coded to create additional visual representations.

Questions asked of both the interpreters and stakeholders were triangulated to identify commonalities between participant groups.

Chapter 4: RESULTS

This chapter presents the findings of each survey disseminated as part of the overall needs assessment. As the interpreter and student survey was disseminated apart from the stakeholder survey, results for each will be presented on their own. Discussion of the overall findings will be presented in the next chapter.

Presentation of the Findings

Interpreter and Student Survey Results

There were 171 responses for this survey, 7 of which were from students. Demographic information collected included participant age, race, identity (hearing status, gender) state of residence, state(s) of employment, employment status. The ages of those surveyed ranged from age 18 to 66 or older. From the responses, the demographics indicate 8.8% are between the ages of 18 and 24, 32.2% are between the ages of 25 and 34, 24.6% are between the ages of 35 and 44, 18.7% are between the ages of 45 and 54, 13.5% are between the ages of 55 and 65, and 2.3% are aged 66 and older.

Participants were asked about their racial identities. Of those surveyed, over 87.7% identified as white or Caucasian. The remaining participants identified as Asian or Pacific Islander (0.6%), Black or African American (4.7%), Hispanic or Latino (2.3%), Multiracial or Biracial (2.3%), or preferred not to answer (2.3%).

Next, survey-takers were asked about their hearing levels/identities. Of those surveyed, one respondent identified as Deaf (< 1%), two identified as Hard of Hearing (1%), eight identified as CODA/heritage signer (4.6%), and 159 identified as Hearing (93%).

When asked about gender, over 80% identified as female, while fewer than 5% identified as male. Other responses each represented 2% or fewer of each identity: biological birth,

cisgender female, female she/her, girl, her, male he/him/his, non-binary transgender, woman, woman she/her(s), and no response.

Regarding state of residence, 17.5% lived in Michigan and 82.5% of respondents resided elsewhere. Responses came from 36 states in addition to Michigan. Collectively, responses were provided by individuals representing three-quarters of the United States (see Figure 2).

Figure 1

Interpreter State of Residence

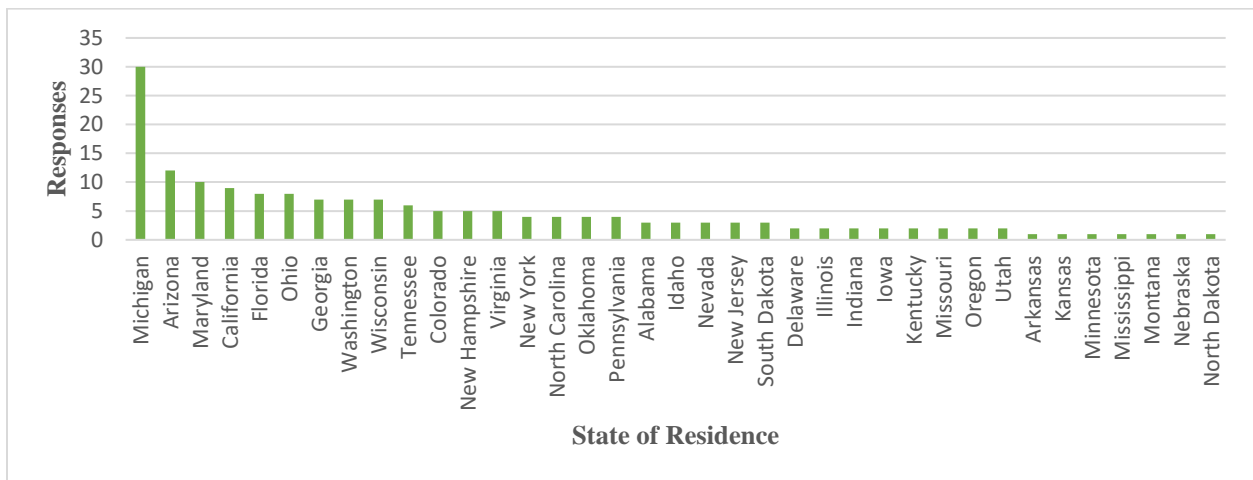
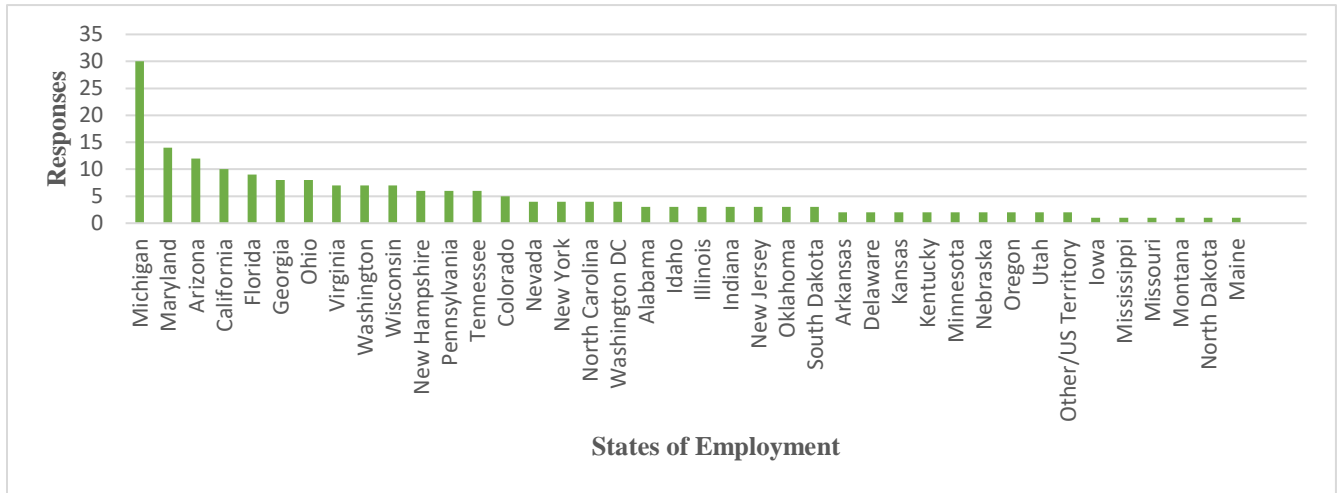


Figure 3 shows that 17.5% indicated they work in Michigan. Those responding were given the ability to indicate multiple states and there were several who did. In total, 40 states/D.C./U.S. Territories were indicated as locations of employment.

Figure 2

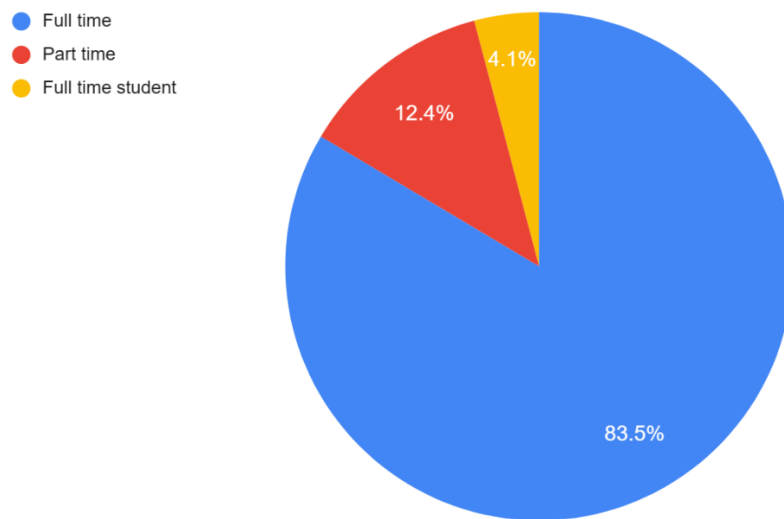
Interpreter State(s) of Employment



Regarding employment status, 83.5% of respondents worked full-time, 12.4% part-time, and 4.1% were students. None of the respondents said they were unemployed; see Figure 4.

Figure 3

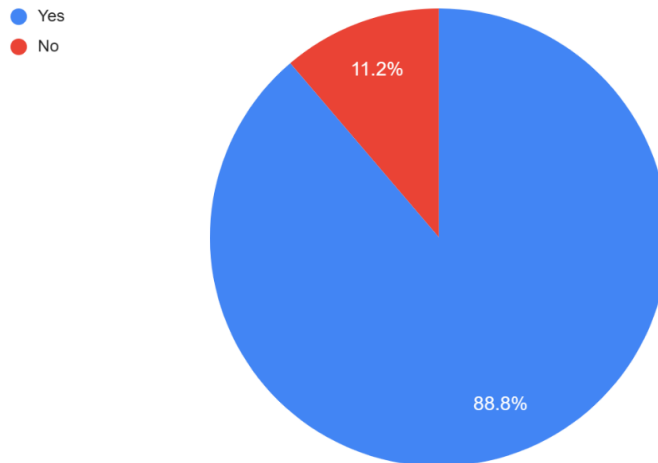
Interpreter Employment Status



Asked if they were currently working as an educational interpreter in K-12 settings, 88.8% indicated they were, while 11.2% were not; see Figure 5.

Figure 4

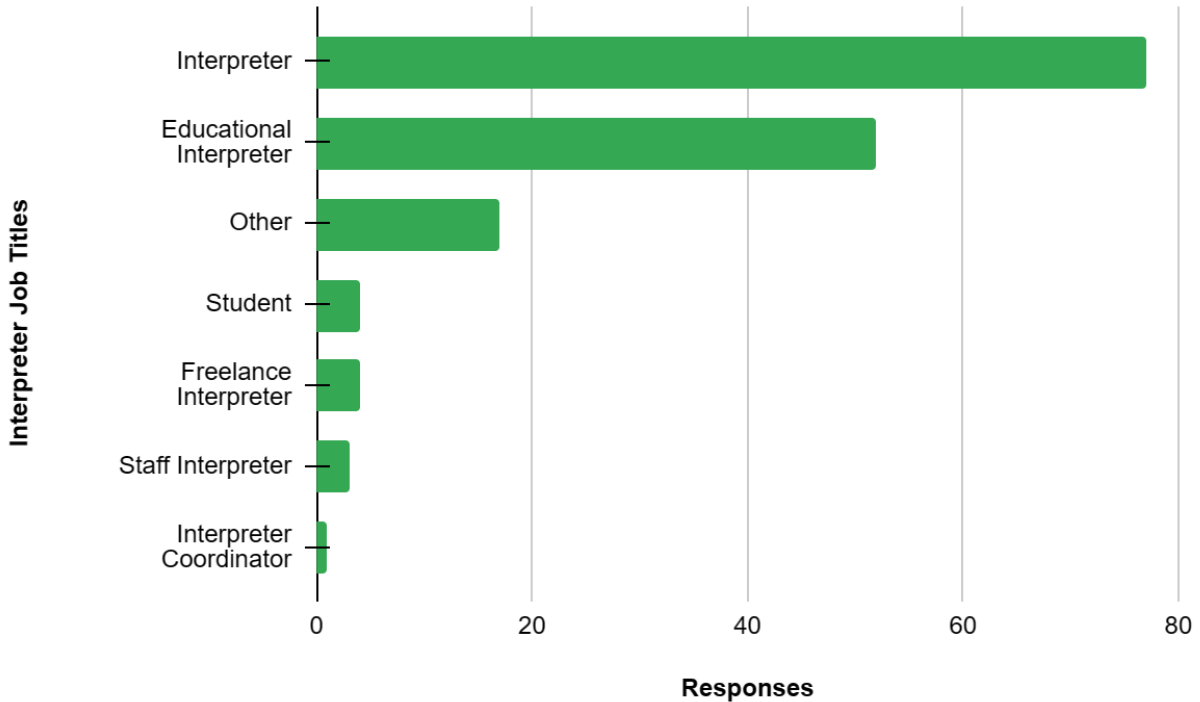
Interpreters Currently Working in K-12 Educational Settings



Next, respondents were asked to provide their current job title. There were 76 different job titles provided. Responses were qualitative; therefore, individual responses were analyzed to identify common themes among them which were then coded. These coded themes were used as the labels seen in figure 6. Overall, 45.8% said they worked as interpreters while 30.9% reported themselves as educational interpreters.

Figure 5

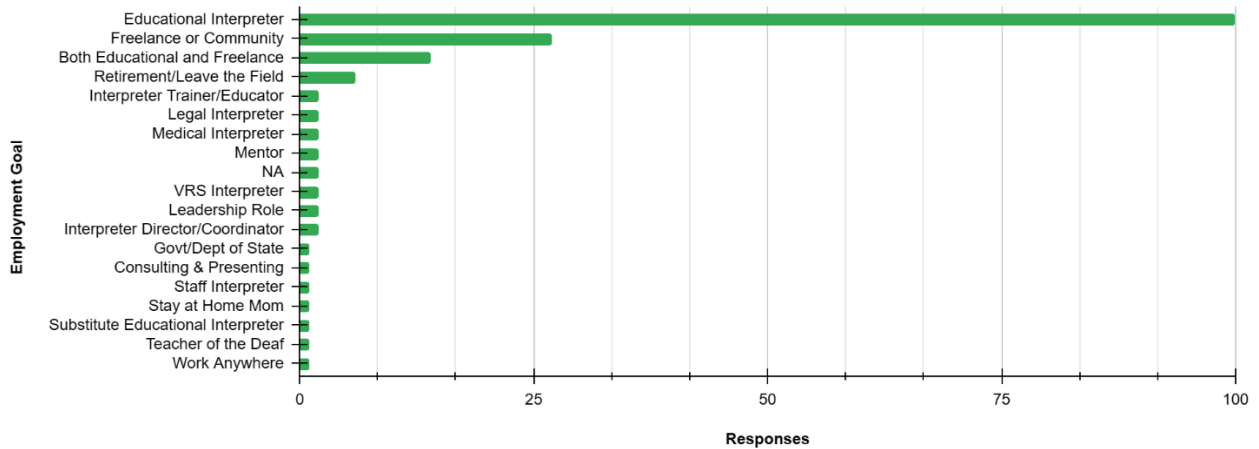
Interpreter Job Titles



Participants were asked about their employment goals. Choices included freelance or community interpreter, educational interpreter, or other with the option of providing more information (see Figure 7). Of those surveyed, 58.8% identified educational interpreter as the employment goal, 15.9% identified freelance or community interpreter as the employment goal, 8.2% indicated both [educational interpreter and freelance or community interpreter] as the employment goal, and 3.5% indicated retirement/leaving the field as the goal. Other responses included: interpreter trainer/educator, legal interpreter, medical interpreter, mentor, N/A, VRS interpreter, leadership, interpreter director or coordinator, government/department of state, consulting and presenting, staff interpreter, stay at home mom, substitute educational interpreter, teacher of the d/Deaf, and working anywhere.

Figure 6

Interpreter Employment Goals



When asked to indicate the highest level of education obtained, 56.1% indicated they had obtained a bachelor’s degree. Other responses included a high school diploma or GED (2.3%), certificate (4.1%), an associate degree (19.3%), a master’s degree (16.4%), and a doctoral degree (1.8%).

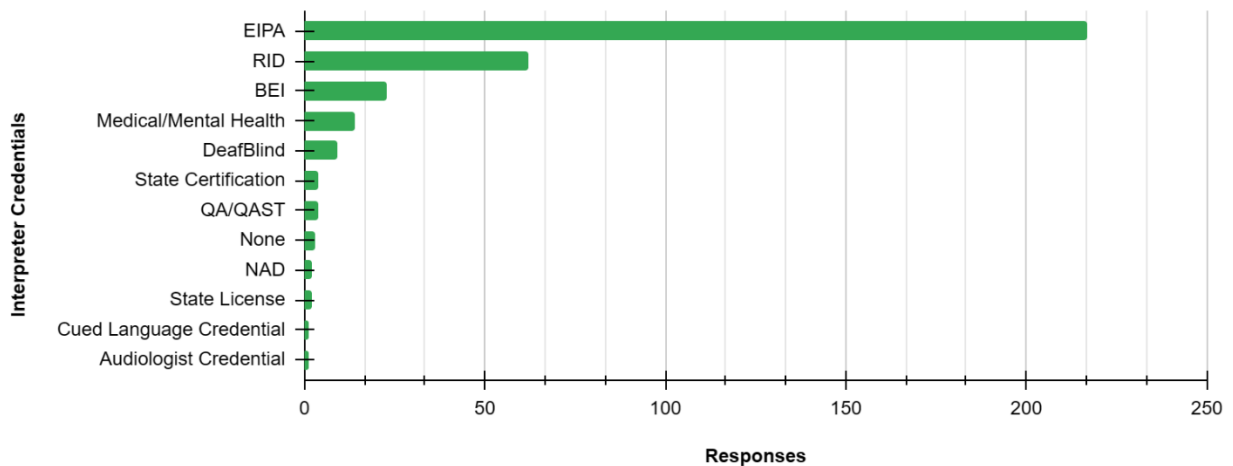
Participants were asked to indicate which credentials they currently held by selecting all that applied from a generated list with the option of indicating *other* and providing a credential not listed. Responses included: RID CI (3.2%), RID CT (2.6%), RID CI/CT (7.1%), RID NIC (14.1%), RID NIC-Advanced (0.6%), RID NIC-Master (0.6%), RID Ed: K-12 (9.6%), RID OTC (0.6%), NAD V (1.3%), BEI I (Basic) (9.6%), BEI II (Advanced) (4.5%), BEI III (Master) (0.6%), EIPA Elementary ASL (7.1%), EIPA Elementary PSE (41%), EIPA Secondary ASL (10.3%), EIPA Secondary PSE (46.8%), EIPA Secondary MCE (0.6%), EIPA Written Test (32.7%), State of Michigan Medical/Mental Health Endorsement (7.1%), State of Michigan DeafBlind Endorsement (5.8%) (see Figure 8).

None of those surveyed indicated they held any of the following credentials from the generated list: RID IC, RID TC, RID IC/TC, RID CSC, RID MCSC, RID RSC, RID CDI, RID SC:L, NAD III, NAD IV, BEI Other, EIPA Elementary MCE, or the State of Michigan Legal Endorsement.

Those who provided a response not included within the generated list indicated the following: NIC written (1.3%), state certification (0.6%), CoreCHI Medical (1.3%), Arkansas QAST (1.3%), Utah UIP Professional Level (0.6%), Missouri Interpreter Certification System (MICS) Advanced (1.3%), EIPA Provisional Permit (0.6%), Ohio DOE 5-year Associates License (0.6%), TSC (National Cued Language Transliterator) (0.6%), ESSE (0.6%), QMHI (0.6%), Kansas QAST 4/4 (0.6%), QAST 4/5 (0.6%), Certified Audiologist (0.6%), CRTS and COTA (0.6%), years of experience (0.6%), no certification (1.3%). In Figure 8, all reported credentials were sorted for commonality to identify those most prominently held.

Figure 7

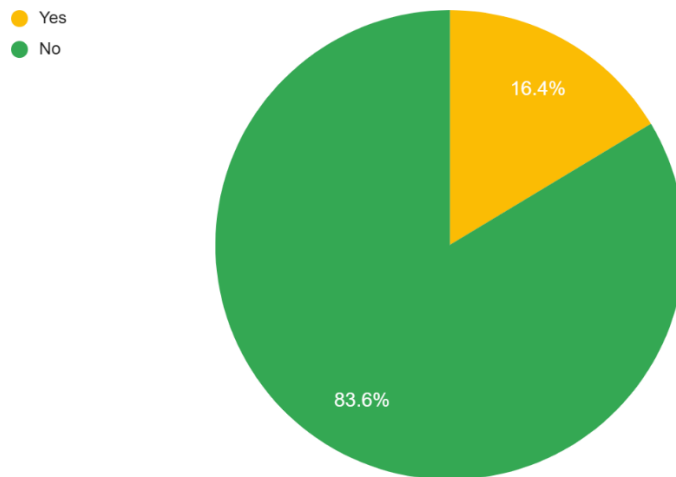
Interpreting Credentials Held



Participants were asked if they were currently registered to work as an educational interpreter in Michigan. 83.6% indicated they were not registered to work as educational interpreters in Michigan, as shown in Figure 9.

Figure 8

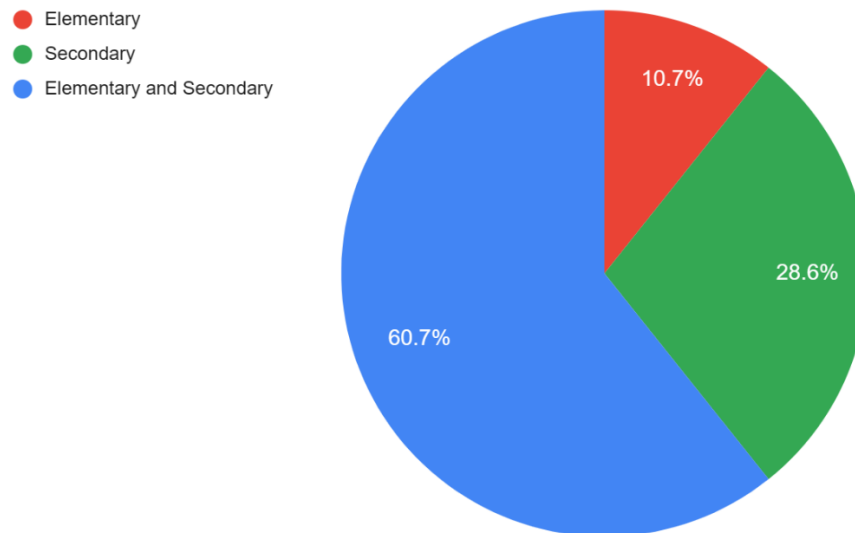
Interpreters Registered as Educational Interpreters in Michigan



Of the 28 interpreters who indicated they were registered to work as educational interpreters in the State of Michigan, three (10.7%) stated they were registered to work in elementary settings, eight (28.6%) were registered to work in secondary settings, and 17 (60.7%) were registered to work in both elementary and secondary settings (see Figure 10).

Figure 9

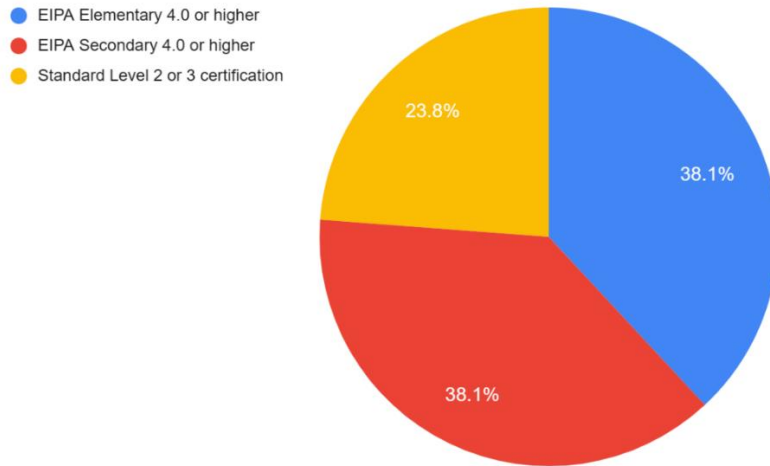
Interpreters Registered to Work in Michigan at the Various Educational Standard Levels



Interpreters who indicated they were registered to work as Secondary Level educational interpreters in Michigan were asked to indicate which credentials they held to qualify for that Standard Level. Of those who responded, 38.1% indicated they qualified for a Secondary Education Standard Level with an EIPA Elementary score of 4.0 or higher, 38.1% indicated they qualify with an EIPA Secondary score of 4.0 or higher, and 23.8% indicated they qualify with a Standard Level 2 or 3 certification (see Figure 11).

Figure 10

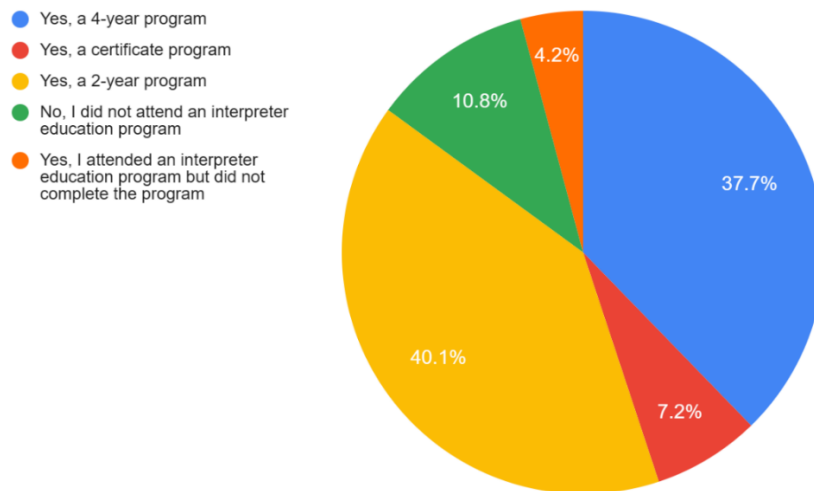
Qualifications for the Secondary Education Standard Level Within the State of Michigan



Participants were then asked whether they attended an interpreter education program and what kind of program it was. Of those who responded, 37.7% indicated they attended a 4-year program, 40.1% indicated they attended a 2-year program, 7.2% indicated they attended a certificate program, 10.8% indicated they did not attend a program, and 4.2% indicated they had attended a program but did not complete that program (see Figure 12).

Figure 11

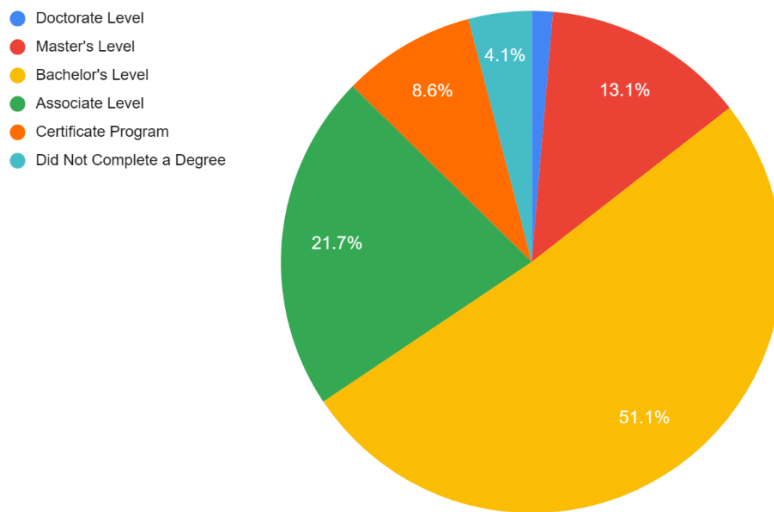
Interpreter Education Program Attendance



Participants were asked to indicate whether they graduated from a degree program within any field of study and to indicate all degree levels completed. Of those who responded, 1.8% indicated they graduated from a doctorate level program, 17.3% graduated from a master's level program, 67.3% graduated from a bachelor's level program, 28.6% graduated from an associate level program, 11.3% graduated from a certificate program, and 5.4% did not complete a degree program (see Figure 13).

Figure 12

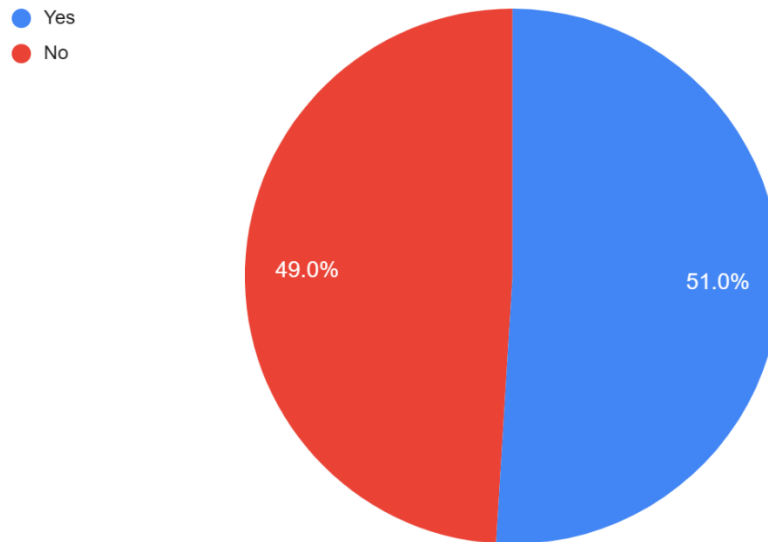
Degree Programs Completed by Interpreters and Students



Interpreters who indicated they attended an interpreter education program were asked whether their program included any semester-long classes specific to educational interpreting. Of the 153 interpreters who responded, 51% indicated their interpreter education programs included a semester-long class specific to educational interpreting while 49% indicated their programs did not include a semester-long class specific to educational interpreting (see Figure 14).

Figure 13

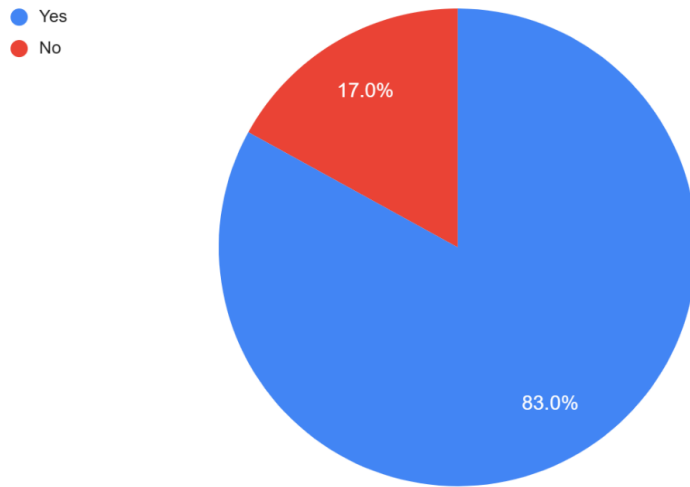
Interpreters Whose Programs Offered Educational Interpreting Classes



Survey participants were asked to indicate whether their interpreter education programs included any instruction related to educational interpreting. Of the 153 interpreters who indicated they attended an interpreter education program, 83% stated their programs did include instruction related to educational interpreting while 17% stated their programs did not include instruction related to educational interpreting (see Figure 15).

Figure 14

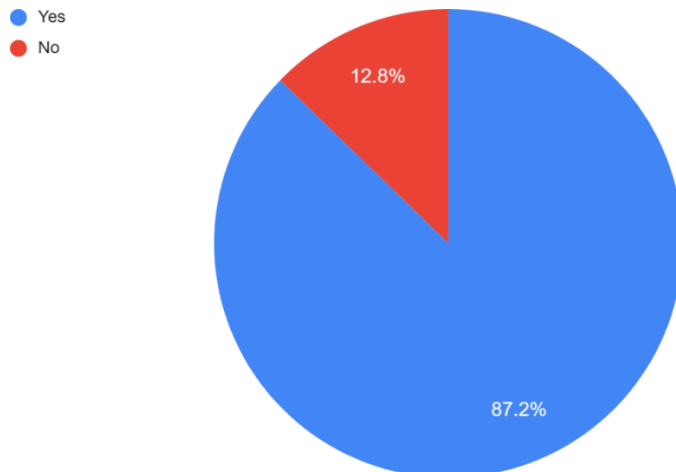
Interpreters Who Received Instruction Related to Educational Interpreting



Interpreters who indicated they attended an interpreter education program were asked whether they worked as educational interpreters after graduating from their programs. Of those who responded, 87.2% indicated they did work as an educational interpreter after graduating from their programs while 12.8% indicated they did not (see Figure 16).

Figure 15

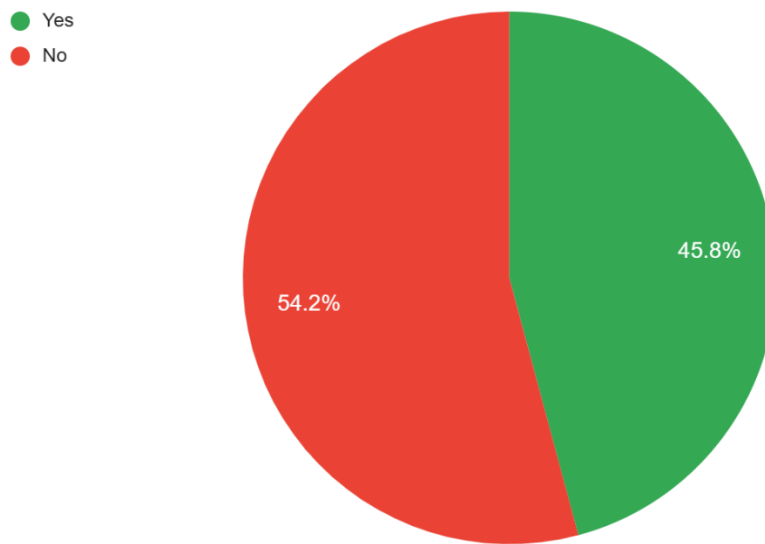
Interpreters Who Worked in Educational Settings After Graduation



The interpreters who indicated they had worked as educational interpreters after graduating from an interpreter education program were asked whether they felt prepared for the job of an educational interpreter. Of those surveyed, 54.2% indicated they did not feel prepared for the job of an educational interpreter while 45.8% indicated they did feel prepared (see Figure 17).

Figure 16

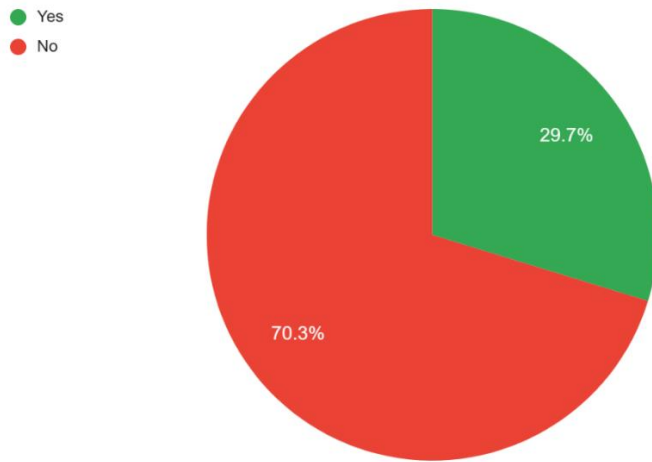
Interpreter Preparedness for the Job of Educational Interpreter



They were then asked to indicate whether they had taken the Educational Interpreter Performance Assessment (EIPA) before graduating from their interpreter education programs. Of those surveyed, 70.3% indicated they did not take the EIPA before graduating from their interpreter education programs while 29.7% did (see Figure 18).

Figure 17

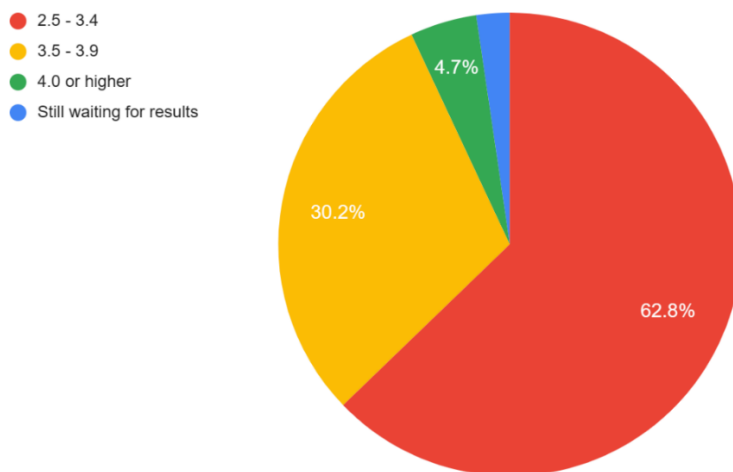
Interpreters Taking the EIPA Before IEP Graduation



The interpreters who indicated they had taken the EIPA before graduation from their interpreter education programs were asked how they scored. Of those respondents, 62.8% indicated they scored between 2.5 and 3.4 on the EIPA, 30.2% indicated they scored between 3.5 and 3.9 on the EIPA, 4.7% indicated they scored 4.0 or higher on the EIPA, and 2.3% indicated results were pending at the time the survey was completed (see Figure 19).

Figure 18

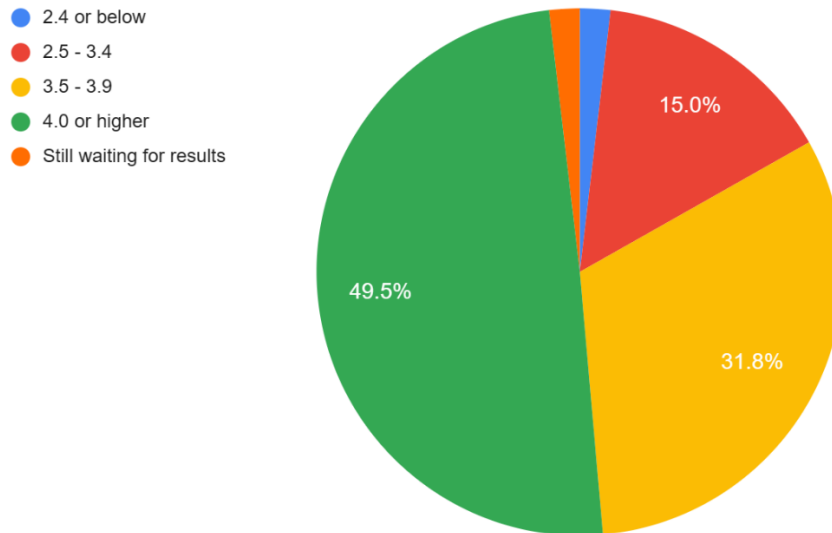
EIPA Scores for Students Taking the EIPA Before Graduation



Those surveyed were asked to indicate whether they took the EIPA after graduating from their interpreter education program and what their scores were. Of those who responded, 1.9% indicated they scored 2.4 or below on the EIPA, 15% indicated they scored between 2.5 and 3.4 on the EIPA, 31.8% indicated they scored between 3.5 and 3.9 on the EIPA, 49.5% indicated they scored 4.0 or higher on the EIPA, and 1.9% indicated EIPA results were pending at the time the survey was completed (see Figure 20).

Figure 19

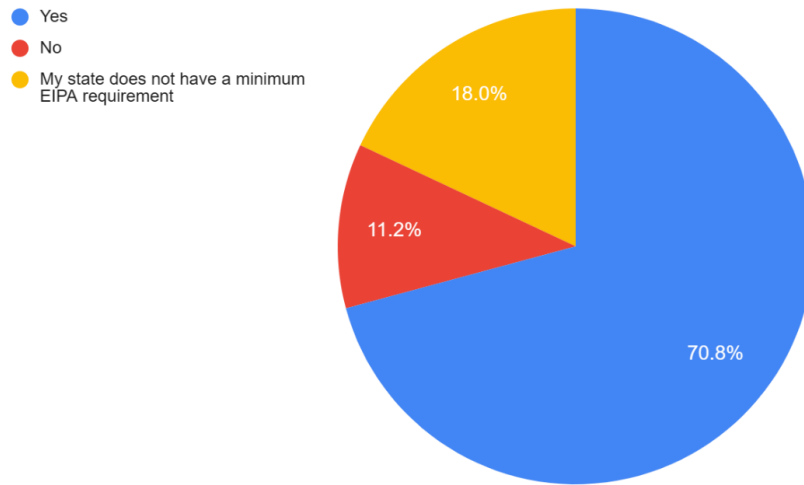
EIPA Scores for Interpreters Taking the EIPA After Graduation



Participants were asked to indicate whether they currently meet their state’s minimum EIPA score requirement for licensure or qualification, or whether their state has no minimum EIPA score requirement. Of those who responded, 70.8% indicated they do meet their state’s minimum EIPA score requirement for licensure or qualification, 11.2% indicated they do not currently meet their state’s minimum requirement, and 18% of those who responded indicated their state does not have a minimum EIPA score requirement for licensure or qualification (see Figure 21).

Figure 20

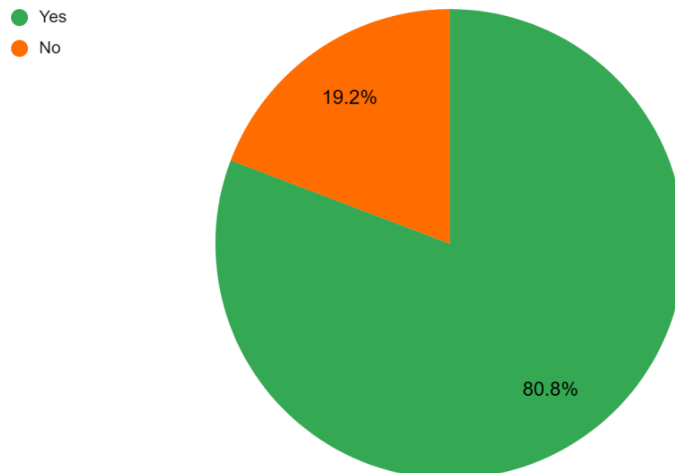
Interpreters Meeting State EIPA Score Requirements



Interpreters who indicated they do not currently meet their state’s minimum EIPA score for licensure or qualification were asked to indicate whether they were working toward meeting that minimum EIPA score. Of those respondents, 80.8% indicated they are currently working toward meeting their state’s minimum EIPA score requirement for licensure or qualification while 19.2% indicated they are not (see Figure 22).

Figure 21

Interpreters Working Toward Meeting Minimum EIPA Score Requirements



Interpreters indicating they have scored 4.0 or higher on the EIPA were asked how long after graduating from their interpreter education program they achieved that score. Of those who responded, 1.3% indicated they achieved a 4.0 or higher on the EIPA while still in school, 6.6% indicated within one year of graduation, 12.6% indicated two to three years after graduation, 10.6% indicated four to five years after graduation, and 15.9% indicated more than five years after graduation. Additionally, 11.9% indicated they are not planning to take the EIPA, 4% indicated they have taken the EIPA but results are still pending, 27.2% indicated they are still working to achieve a 4.0 or higher on the EIPA, 6.6% indicated they did not attend an IEP but have achieved a 4.0 or higher on the EIPA, and 3.3% indicated they did not attend an IEP and are still working toward a 4.0 or higher on the EIPA (see Table 2).

Table 2 Time Needed to Achieve a 4.0 or Higher on the EIPA

Time Needed to Achieve a 4.0 or Higher on the EIPA	
Still working toward EIPA 4.0 or higher	41
5 or more years after graduation	24
2 - 3 years after graduation	19
I am not planning to take the EIPA	18
4 - 5 years after graduation	16
Within 1 year of graduation	10
I did not attend an IEP, but I have an EIPA of 4.0 or higher	10
I have taken the EIPA, and I am waiting for my results	6
I did not attend an IEP, and I am still working toward a 4.0	5
While still in school	2

Participants were asked to indicate whether they are certified (RID, NAD, or BEI) and how long after graduation they achieved their initial certification. Of those who responded, 0.6% indicated they achieved their initial certification while still in school, 8.9% indicated within one year of graduation, 7% indicated two to three years after graduation, 8.2% indicated four to five years after graduation, 10.8% indicated more than five years after graduation. Additionally,

14.6% indicated they do not intend to become certified, 1.9% indicated they have tested and results were pending at the time the survey was completed, 38.6% indicated they are still working toward certification, 3.8% indicated they did not attend an interpreter education program but are certified, 2.5% indicated they did not attend an interpreter education program and do not plan to become certified, and 3.2% indicated they did not attend an interpreter education program and are still working toward certification (see Table 3).

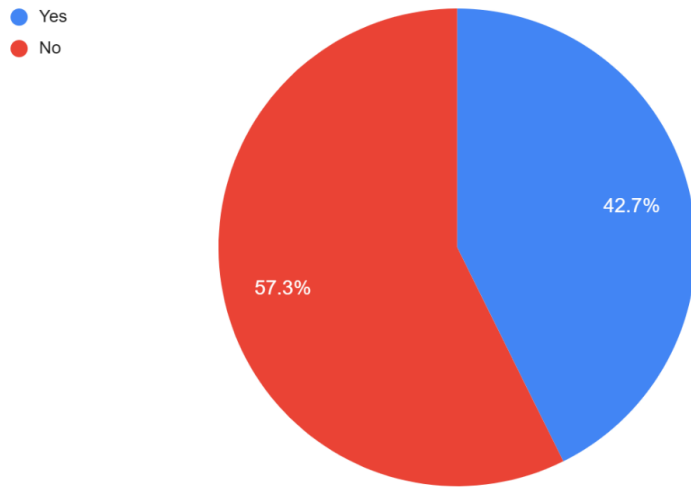
Table 3 Time Needed to Become Certified (RID, NAD, BEI)

Time Needed to Achieve Initial Certification (RID, NAD, BEI)	
Still working toward Certification	61
I am not planning to become Certified	23
5 or more years after graduation	17
Within 1 year of graduation	14
4 - 5 years after graduation	13
2 - 3 years after graduation	11
I did not attend an IEP, but I am Certified	6
I did not attend an IEP, and I am working toward Certification	5
I did not attend an IEP, and I am not planning to become Certified	4
I have tested, and I am still waiting on results	3
While still in school	1

Asking about respondents' interpreting education programs, those surveyed were asked whether they feel the education they received prepared them to work in K-12 educational settings. Of those responding, 57.3% indicated they did not feel the education they received prepared them to work in K-12 settings while 42.7% indicated they did (see Figure 25).

Figure 22

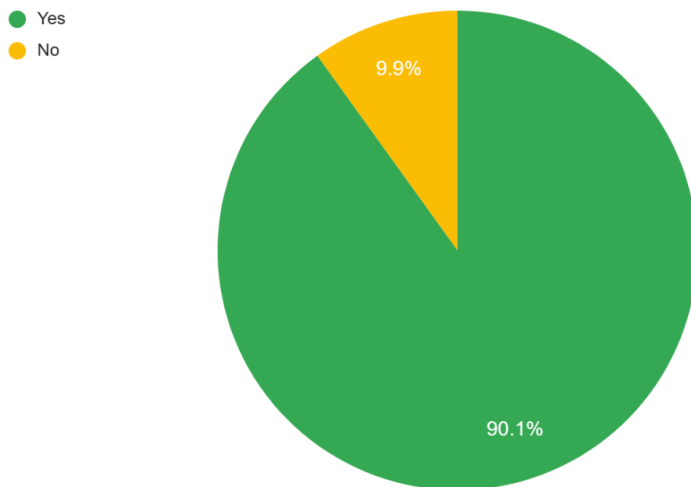
Feeling of Preparedness for Working in Educational Settings



Asked to think about their interpreter education programs, those surveyed were asked if they think more should have been taught to prepare them to work in K-12 educational settings. Of those responding, 90.1% indicate they do think more should have been taught to prepare them to work in K-12 settings while 9.9% indicate no, they do not (see Figure 26).

Figure 23

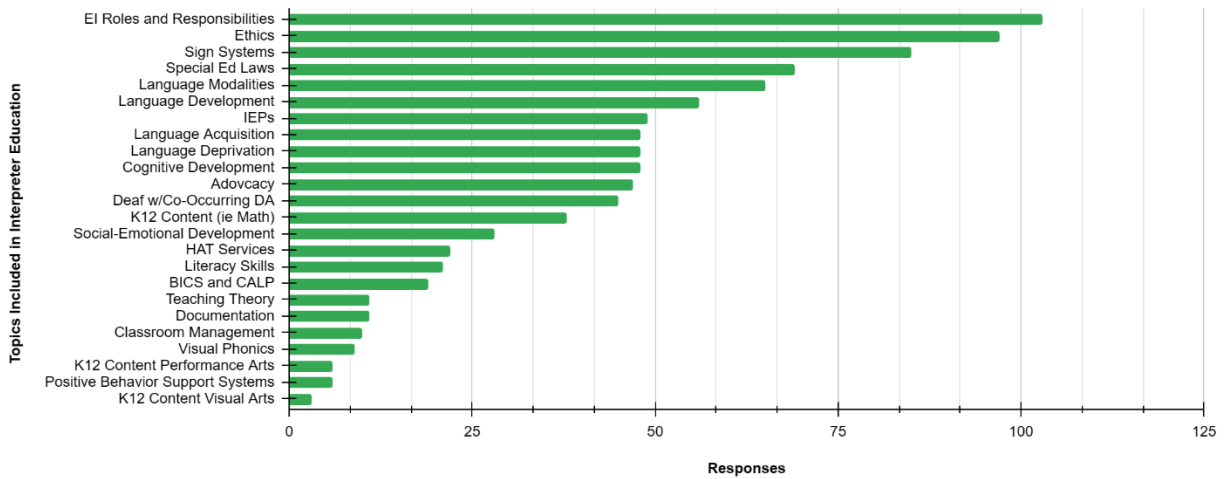
Interpreters Who Think More Should Be Taught to Prepare for Work in K-12 Settings



Participants were provided a list of topics related to educational interpreting. They were asked to indicate in which topics they had received formal training as part of their interpreter education programs. Responses received indicated the following: educational interpreter role and responsibilities (72.5%), ethics (68.3%), sign systems (Signed Exact English, Manually Coded English, Cued English, etc.) (59.9%), special education laws (48.6%), language modalities (45.8%), language development (39.4%), individualized education plans (34.5%), language acquisition (33.8%), language deprivation (33.8%), advocacy (33.1%), working with students who are Deaf and also have one or more co-occurring disabilities (31.7%), K-12 content areas such as math, language arts, social studies, science (26.8%), cognitive development (23.9%), social-emotional development (19.7%), HAT (hearing assistive technology) services and technology (15.5%), literacy skills (14.8%), BICS and CALP (Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency) (13.4%), documentation (7.7%), teaching theory (7.7%), classroom management (7%), Visual Phonics (6.3%), K-12 content areas such as performance arts (band, orchestra, choir, theater) (4.2%), positive behavior support systems (4.2%), and K-12 content areas such as visual arts (drawing, painting, digital imaging, photography, graphic design) (2.1%), (see Figure 27).

Figure 24

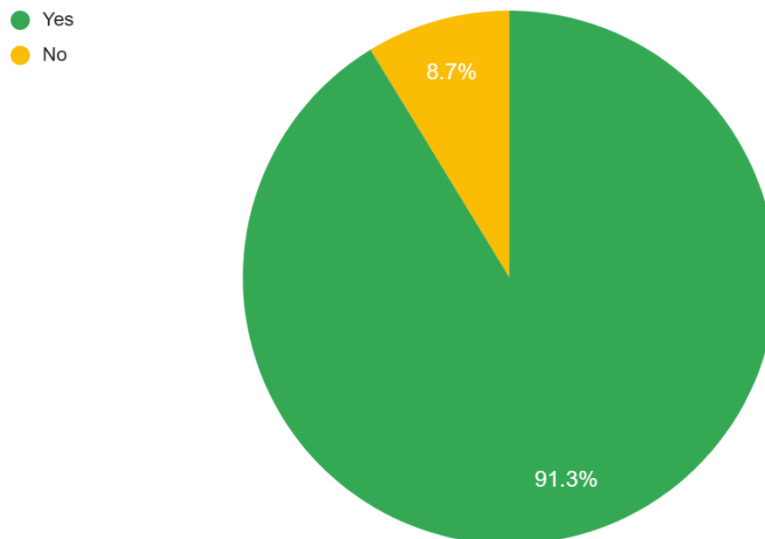
Topics Related to Educational Interpreting Included in Interpreter Education



For those surveyed indicating they attended an interpreter education program, they were asked whether they wish more had been taught to prepare them to work in K-12 settings. Of those responding, 91.3% indicated yes, they do wish more had been taught to prepare them to work in K-12 settings (see Figure 28).

Figure 25

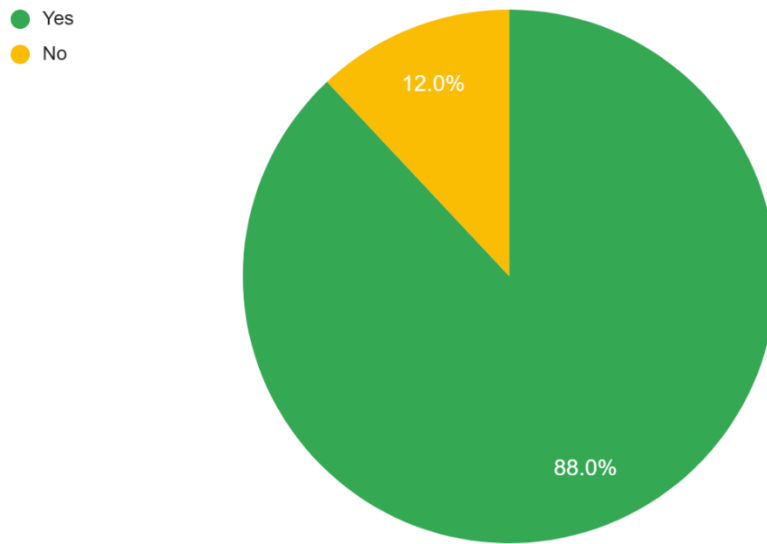
Interpreters Wishing More Had Been Taught in Preparation to Work in K-12 Settings



Asked to think about their interpreter education programs, participants were asked if they would have been interested in studying educational interpreting. Of those responding, 88% indicated they would have been interested in studying educational interpreting (see Figure 29).

Figure 26

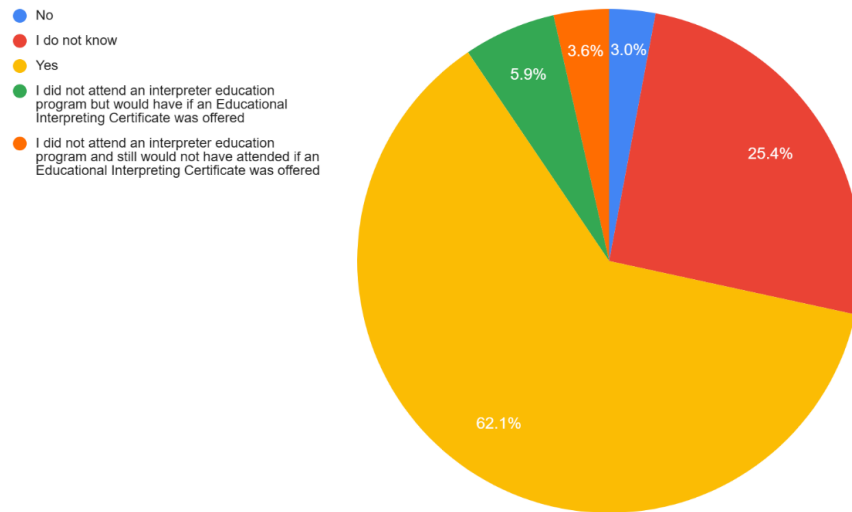
Interpreter Interest in Studying Educational Interpreting



Participants were asked whether they would have enrolled in an educational interpreting certificate program if their interpreter education programs had offered one. Respondents replied: yes (62.1%), no (3%), I do not know (25.4%), I did not attend an an IEP but would have if an educational interpreting certificate was offered (5.9%), and a few did not attend an IEP and still would not have if an educational interpreting certificate was offered (3.6%) (see Figure 30).

Figure 27

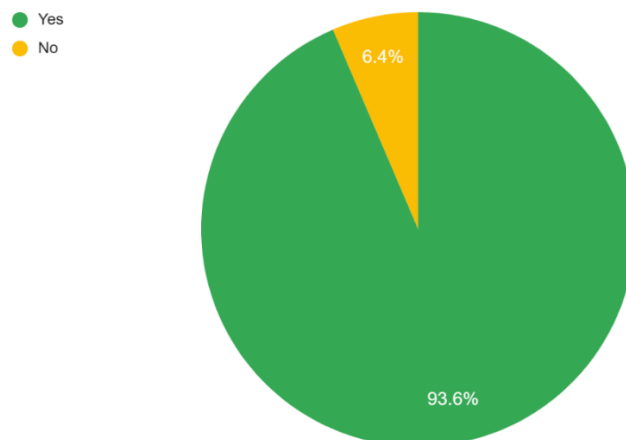
Potential Enrollment if an Educational Interpreter Certificate was Offered by an IEP



Next, participants were asked if they thought an educational interpreting certificate would better prepare students to work as educational interpreters compared to a generalist interpreting program. 93.6% of respondents indicated yes, they do think a certificate program would better prepare students to work as educational interpreters (see Figure 31).

Figure 28

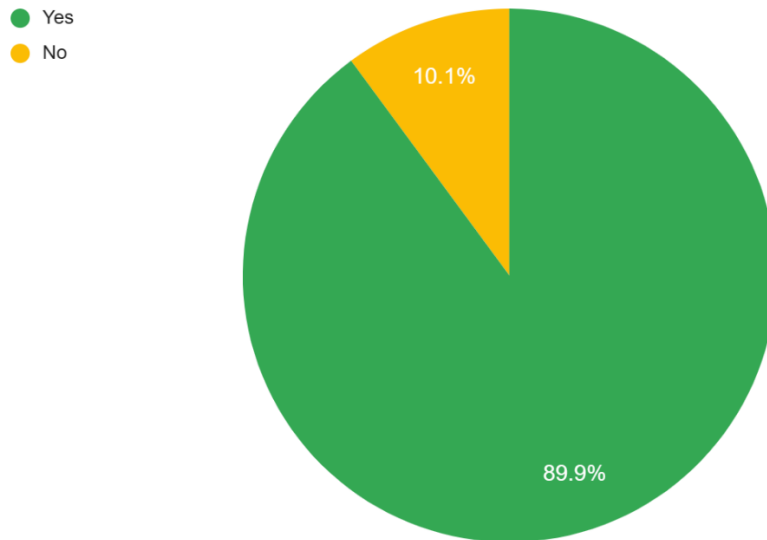
Perception of an Educational Interpreting Certificate Preparing Students to Work as Educational Interpreters



Those surveyed were asked if they thought an educational interpreting certificate would better help students meet minimum EIPA scores for licensure or qualification. 89.9% of respondents indicated yes, they do think a certificate program would better help students meet minimum EIPA score requirements for licensure or qualification and 10.1% of respondents indicated no, they do not (see Figure 32).

Figure 29

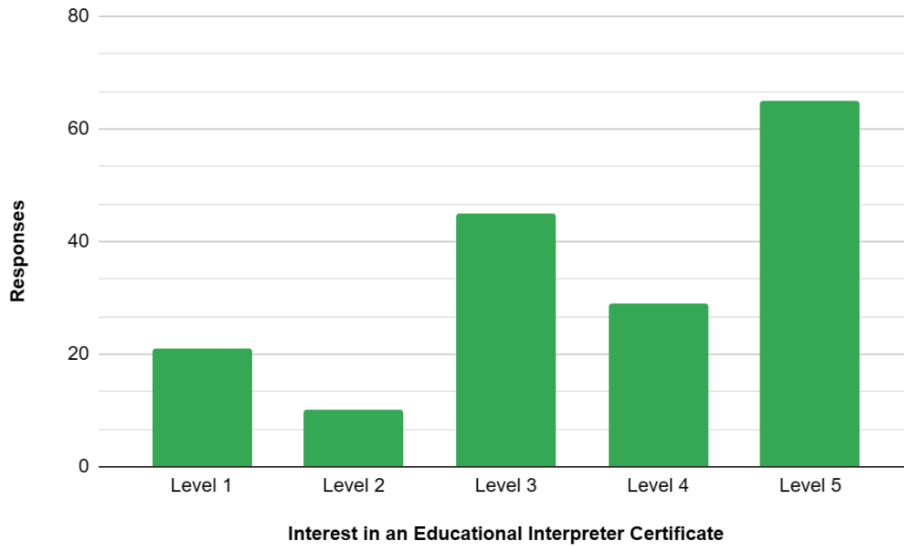
Perception of an Educational Interpreting Certificate Helping Students Meet EIPA Minimum Score Requirements



Participants were asked to rate, on a scale of one to five (one is not at all interested and five is very interested) their interest in earning an educational interpreting certificate. Responses indicated that 38.2% indicated an interest level of five (very interested), 17.1% indicated a level of four, 26.5% indicated an interest level of three, 5.9% indicated an interest level of two, and 12.4% indicated an interest level of 1 (not at all interested) (see Figure 33).

Figure 30

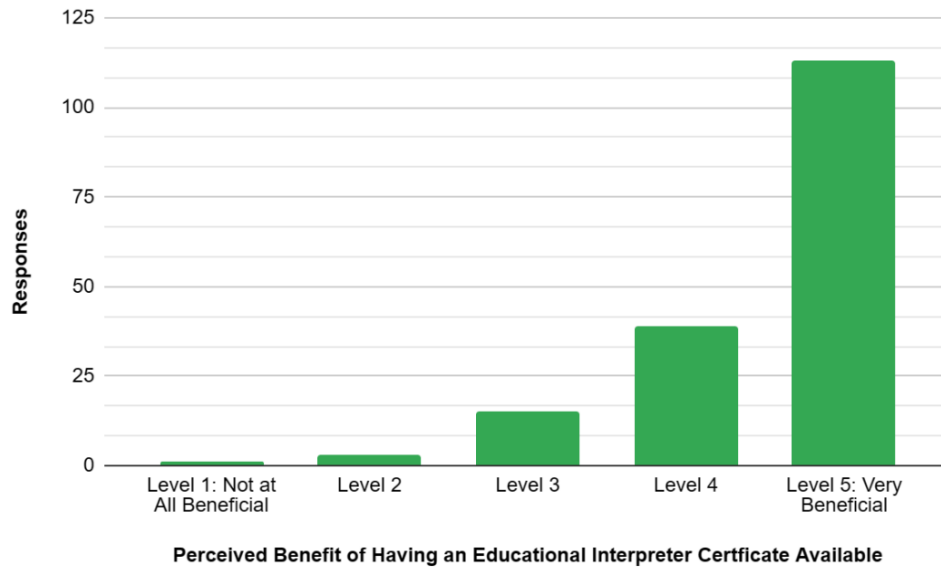
Interest in Earning an Educational Interpreter Certificate



They were then asked to rate, on a scale of one to five (one is not at all beneficial and five is very beneficial) how beneficial they perceive having an educational interpreter certificate program available would be to prepare interpreters to work in K-12 settings. Responses indicated that 66.1% indicated a beneficial level of five (very beneficial), 22.8% indicated a level of four, 8.8% indicated a level of three, 1.8% indicated a level of two, and 0.6% indicated a benefit level of 1 (not at all beneficial) (see Figure 34).

Figure 31

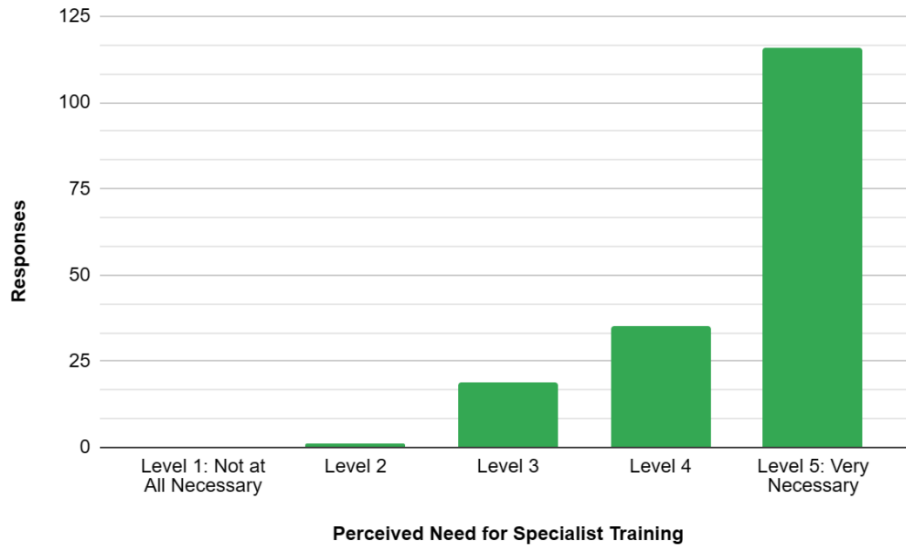
Perceived Benefit of Having an Educational Interpreter Certificate Available



Next, participants were asked to rate, on a scale of one to five (one is not at all necessary and five is very necessary) how necessary they perceive specialist training is for interpreters working in K-12 settings. Responses indicate that 67.8% rate specialist training at a level five (very necessary), 20.5% indicated a level of four, 11.1% indicated a level of three, 0.6% indicated a level of two, and 0.0% indicated a benefit level of 1 (not at all beneficial) (see Figure 35).

Figure 32

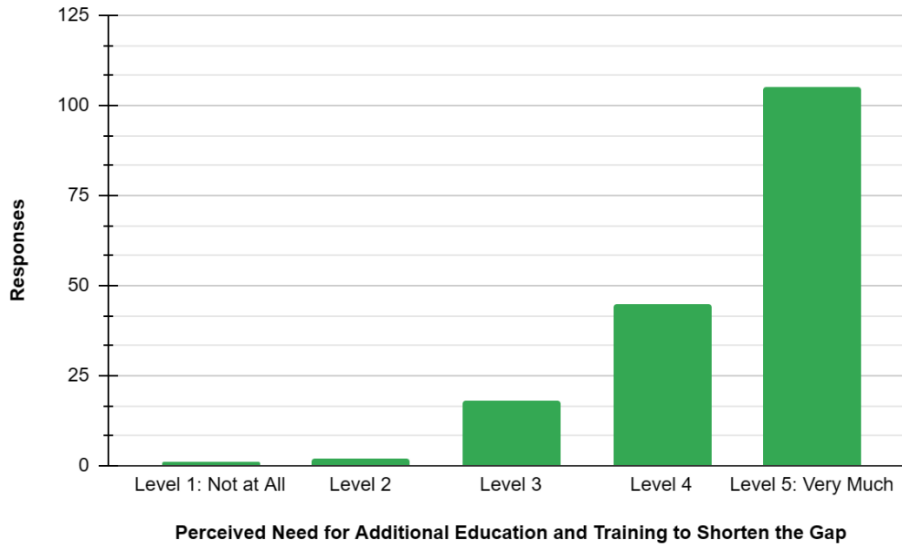
Perception of the Need for Specialist Training for Interpreters Working in K-12 Settings



Participants were then asked to rate, on a scale of one to five (one is not at all and five is very much) the level of need for additional education and training to shorten the gap between graduation and certification or qualification. Responses indicate that 61.8% rate additional education and training at a level five (very much), 26.5% indicated a level of four, 10.6% indicated a level of three, 0.6% indicated a level of two, and 0.6% indicated a need level of 1 (not at all) (see Figure 36).

Figure 33

Perceived Need for Additional Education and Training to Shorten the Gap Between Graduation and Certification or Qualification



Stakeholder Survey Results

A link to a survey via Google Forms was sent to a number of stakeholders identified by the principal investigator as meeting the qualification criteria. These individuals included representatives from each of the interpreter education programs listed on the RID website, professionals at various State Departments of Education, interpreter referral agencies, and special education programs with center-based programming for students who are Deaf, DeafBlind, and Hard of Hearing. There were 17 responses received for this survey.

Demographic information collected included participant age, race, identity (hearing status, gender), state of residence, state(s) of employment, employment status.

The ages of those surveyed ranged from age 18 to 66 or older. From the responses, the demographics indicate 0.0% are between the ages of 18 and 24, 11.8% are between the ages of

25 and 34, 17.6% are between the ages of 35 and 44, 41.2% are between the ages of 45 and 54, 29.4% are between the ages of 55 and 65, and 0.0% are aged 66 and older.

Respondents were asked about their racial identities. Of those surveyed, over 94.1% identified as white or Caucasian. The remaining participants identified as Multiracial or Biracial (5.9%).

Of those surveyed, three respondents identified as Deaf (17.6%), one identified as CODA/Heritage Signer (5.9%), 12 identified as Hearing (70.6%), and one (5.9%) preferred not to answer.

Over 70% of survey respondents identified as female. The remaining respondents identified as cis male (5.9%), female she/her (5.9%), male (5.9%), she/they (5.9%), and as straight (5.9%).

While 35.3% of those surveyed live in Michigan, 11.8% live in Illinois, 5.9% each live in Florida, Ohio, Colorado, Kansas, Missouri, Arizona, Pennsylvania, Virginia, and Maryland.

While 41.2% of those surveyed work in Michigan, 5.9% each work in Florida, Ohio, Colorado, Kansas, Missouri, Arizona, Illinois, Pennsylvania, Virginia, and Maryland.

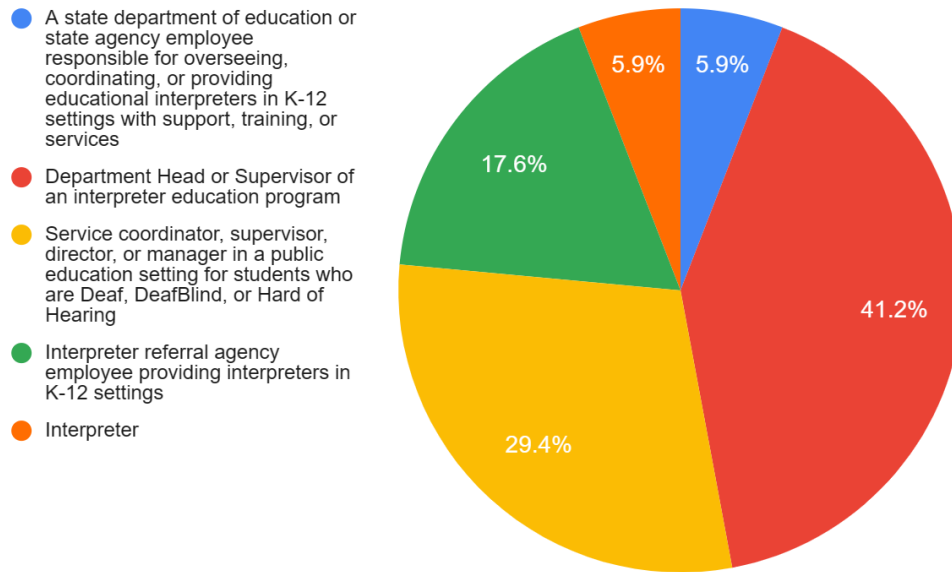
When asked about their employment status, 100% of survey-takers indicated they worked full time (100%).

Participants were asked to indicate which category best described their current position. Responses indicate that 41.2% identified as a department head or supervisor of an interpreter education program, 29.4% identified as a service coordinator, supervisor, director, or manager in a public education setting for students who are Deaf, DeafBlind, or Hard of Hearing, 17.6% identified as an interpreter referral agency employee providing interpreters in K-12 settings, 5.9% identified as a state department of education or state agency employee responsible for

overseeing, coordinating, or providing educational interpreters in K-12 settings with support, training, or services, and 5.9% identified as an interpreter (see Figure 37).

Figure 34

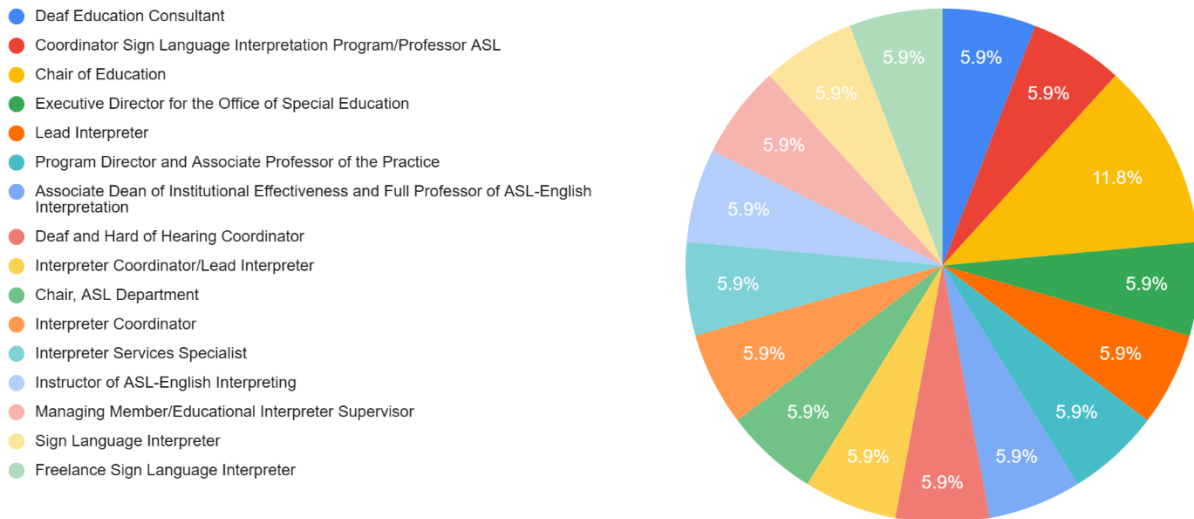
Descriptions of Stakeholder Positions



Respondents were asked to provide their current job title. There were 16 different job titles provided. Titles indicated were: Chair of Education (11.8%), Executive Director for the Office of Special Education (5.9%), Lead Interpreter (5.9%), Program Director and Associate Professor of the Practice (5.9%), Associate Dean of Institutional Effectiveness and Full Professor of ASL-English Interpretation (5.9%), Deaf and Hard of Hearing Coordinator (5.9%), Interpreter Coordinator/Lead Interpreter (5.9%), Chair, ASL Department (5.9%), Interpreter Coordinator (5.9%), Interpreter Services Specialist (5.9%), Instructor of ASL-English Interpreting (5.9%), Managing Member/Educational Interpreter Supervisor (5.9%), Sign Language Interpreter (5.9%), Freelance Sign Language Interpreter (5.9%), Deaf Education Consultant (5.9%), and Coordinator Sign Language Interpretation Program/Professor ASL (5.9%) (see Figure 38).

Figure 35

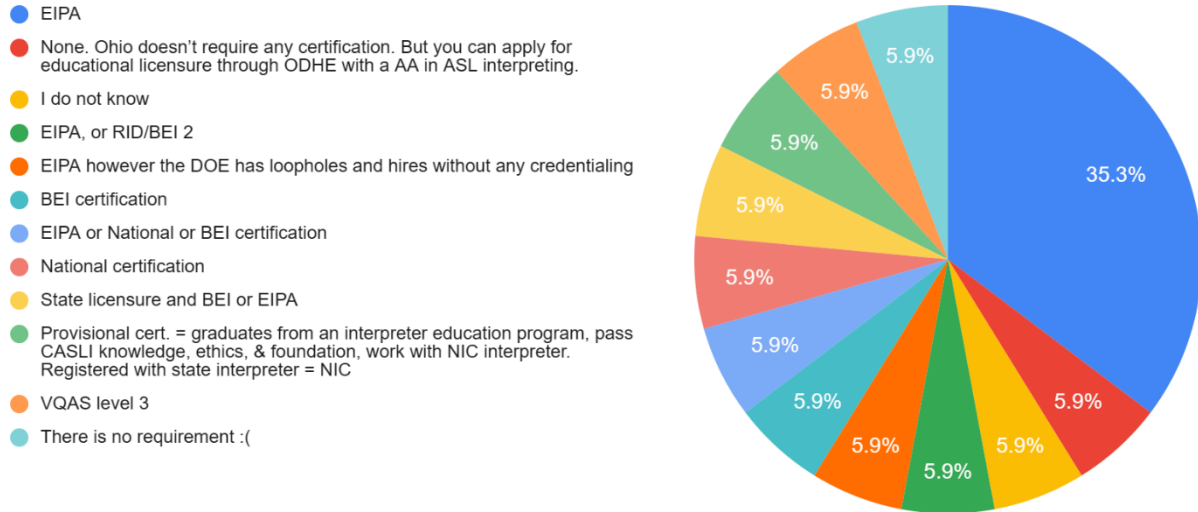
Stakeholder Job Titles



Participants were asked to indicate the certification, credentialing, or licensure requirements for educational interpreters within their states. Responses provided indicate: EIPA (35.3%), BEI certification (5.9%), national certification (5.9%), no state requirement (5.9%), VQAS Level 3 (5.9%), Provisional certification (IEP graduate, passing the CASLI knowledge, ethics, and foundation, work with an NIC interpreter) or registered with the state as an interpreter (NIC) (5.9%), state licensure and BEI or EIPA (5.9%), EIPA, national certification, or BEI certification (5.9%), EIPA but the DOE has loopholes and hires without credentialing (5.9%), EIPA or RID/BEI 2 (5.9%), no state requirement but Ohio allows educational licensure through ODHE with an AA in ASL interpreting (5.9%), I do not know (5.9%) (see Figure 39).

Figure 36

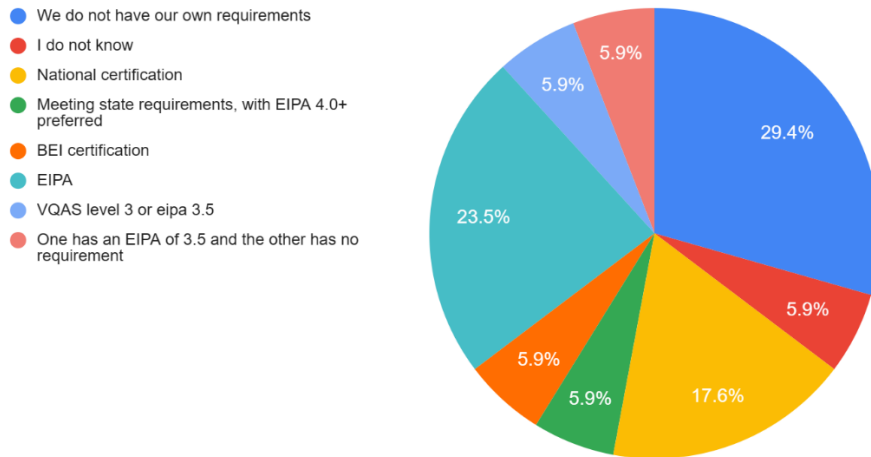
Stakeholder Knowledge of State Certification, Credentialing, or Licensure Requirements



Next, they were asked to indicate the certification, credentialing, or licensure requirements for educational interpreters within their institutions. Shown in Figure 40, responses provided indicate: no institutional requirements (29.4%), EIPA (23.5%), national certification (17.6%), BEI certification (5.9%), one institution requires an EIPA 3.5 and the other has no requirement (5.9%), VQAS Level 3 or EIPA 3.5 (5.9%), meeting state requirements with EIPA 4.0 or higher preferred (5.9%), I do not know (5.9%).

Figure 37

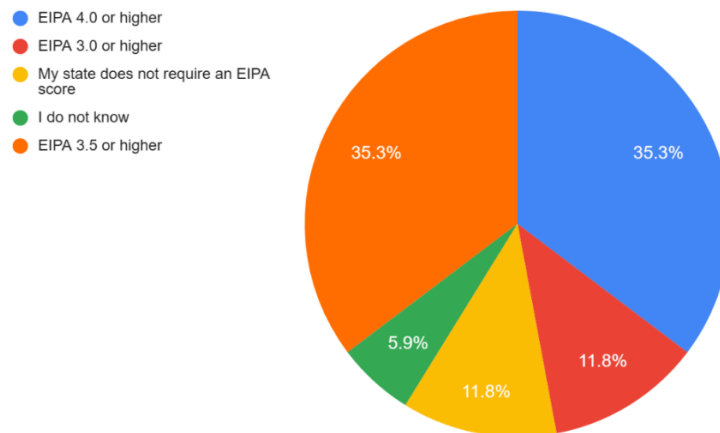
Stakeholder Knowledge of Institutional Requirements for Certification, Credentialing, or Licensure



Participants were then asked to indicate the minimum EIPA score required in their states for credentialing or licensure. Responses indicate that 11.8% require an EIPA score of 3.0 or higher, 35.3% require an EIPA score of 3.5 or higher, 35.3% require an EIPA score of 4.0 or higher, 11.8% indicate their states do not require an EIPA score, and 5.9% do not know (see Figure 41).

Figure 38

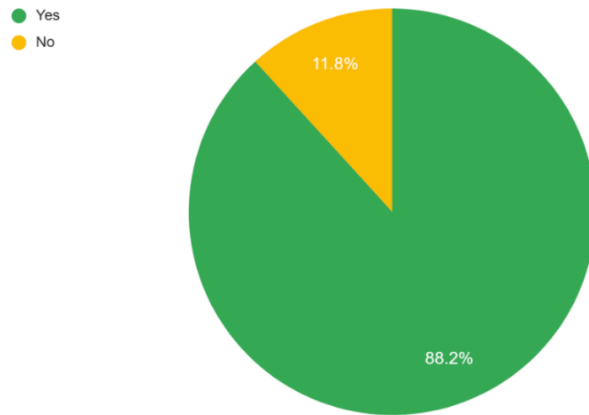
Stakeholder Knowledge of Required EIPA Scores for Credentialing or Licensure



Survey-takers were asked if their states utilize waivers or provisional licenses for educational interpreters who do not meet the minimum requirements for credentialing or licensure. 88.2% of respondents stated their states do utilize waivers or provisional licenses (Figure 42).

Figure 39

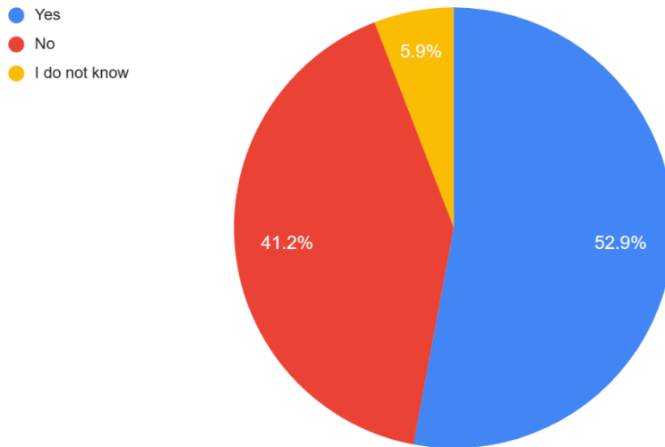
Stakeholder Knowledge of Waivers or Provisional License Use for Educational Interpreters Not Meeting State Requirements



Participants were then asked if the interpreters they worked with or oversaw were educated in the specialty of educational interpreting. Those responding indicated: yes (52.9%), no (41.2%), or I don't know (5.9%) (see Figure 43).

Figure 40

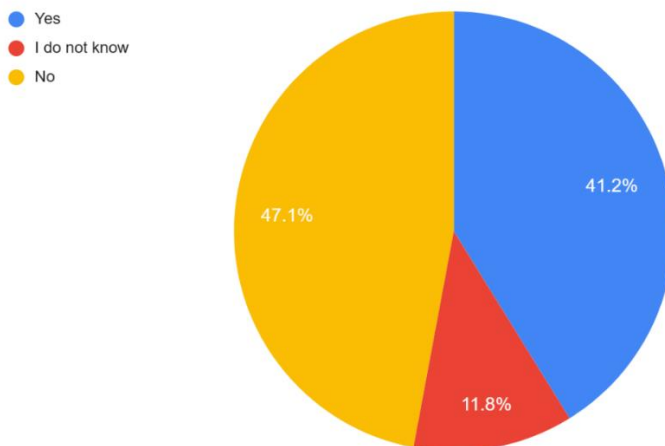
Stakeholder Knowledge of Educational Interpreters Being Educated in the Specialty of Educational Interpreting



Those surveyed were asked whether their states currently have a collegiate program for educational interpreters. Responses indicated: yes (41.2%), no (47.1%), and I don't know (11.8%) (see Figure 44).

Figure 41

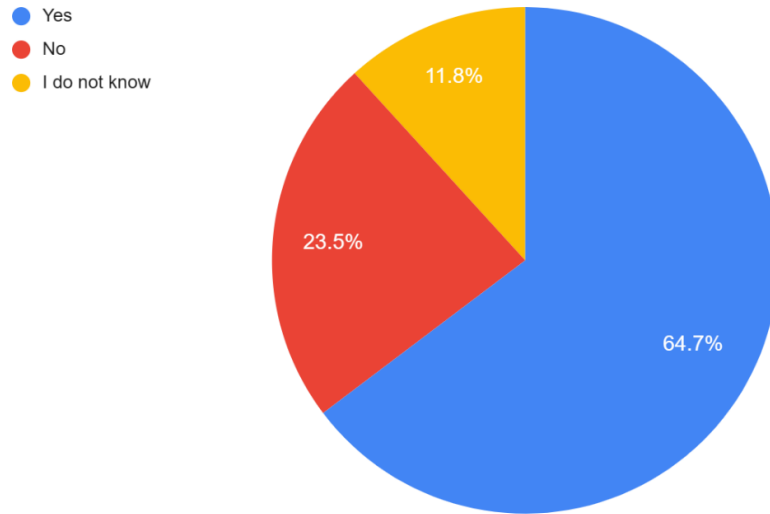
Stakeholder Knowledge of Collegiate Programs for Educational Interpreters



Those surveyed were asked whether the interpreters they work with or oversee have taken the EIPA. Responses indicated: yes (64.7%), no (23.5%), and I don't know (11.8%) (see Figure 45).

Figure 42

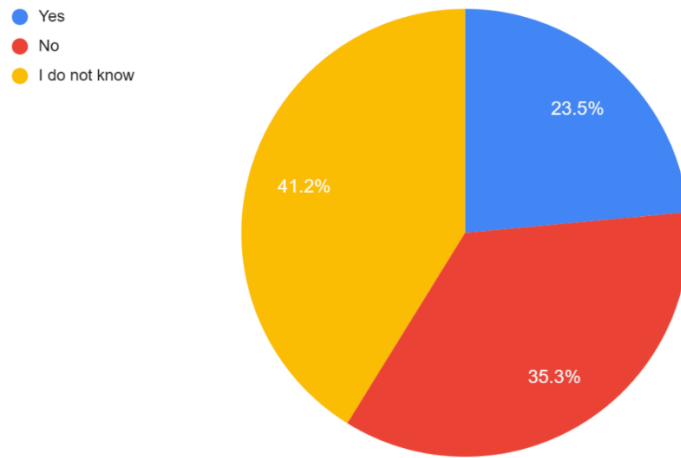
Stakeholder Knowledge of Interpreters Having Taken the EIPA



Those surveyed were asked to indicate whether the interpreters they work with or oversee are struggling to achieve their state's minimum EIPA score. Responses indicated: yes (23.5%), no (35.3%), and I don't know (41.2%) (see Figure 46).

Figure 43

Stakeholder Knowledge of Interpreter Struggles in Obtaining State Minimum EIPA Scores

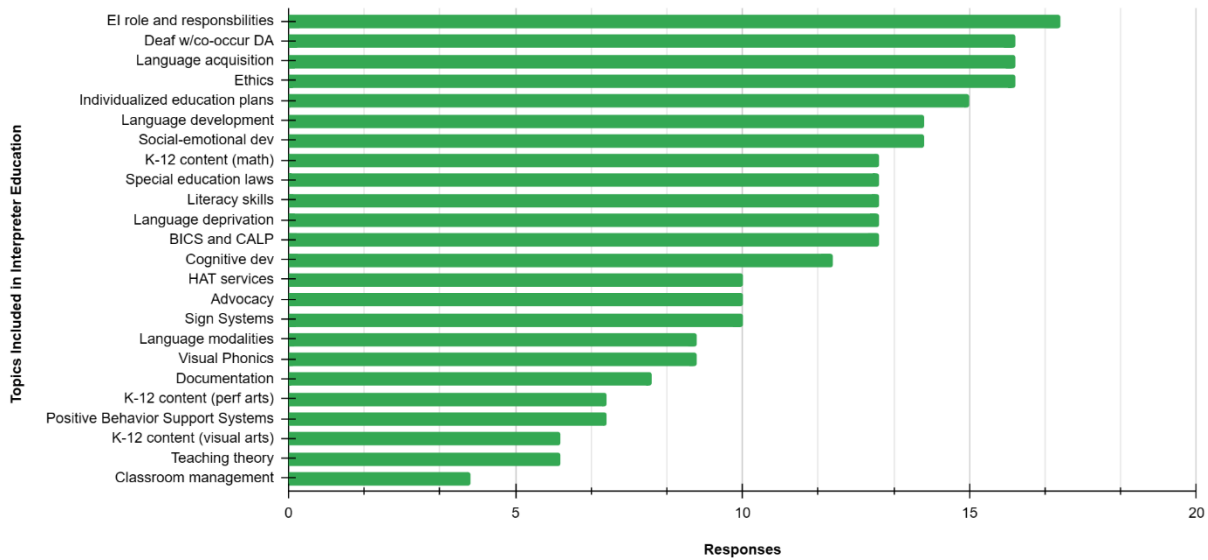


Those surveyed were provided a list of topics generated by the researcher related to educational interpreting. They were asked to indicate which topics they think educational interpreters should study before working in a K-12 classroom. Responses received indicated stakeholders think the following K-12 content areas should be studied prior to working as educational interpreters: educational interpreter role and responsibilities (100%), ethics (94.1%), working with students who are Deaf and also have one or more co-occurring disabilities (94.1%), language acquisition (94.1%), individualized education plans (88.2%), language development (82.4%), social-emotional development (82.4%), math, language arts, social studies, science (76.5%), special education laws (76.5%), literacy skills (76.5%), language deprivation (76.5%), BICS and CALP (Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency) (76.5%), cognitive development (70.6%), sign systems (Signed Exact English, Manually Coded English, Cued English, etc.) (58.8%), HAT (hearing assistive technology) services and technology (58.8%), advocacy (58.8%), language modalities (52.9%), Visual Phonics (52.9%), documentation (47.1%), K-12 content areas such as performance arts (band,

orchestra, choir, theater) (41.2%), positive behavior support systems (41.2%), K-12 content areas such as visual arts (drawing, painting, digital imaging, photography, graphic design) (35.3%), teaching theory (35.3%), and classroom management (23.5%) (see Figure 47).

Figure 44

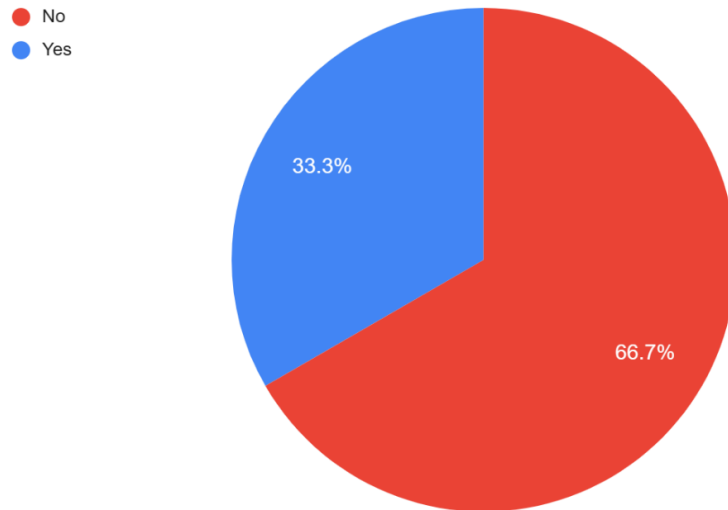
Topics Related to Educational Interpreting Included in Interpreter Education



Survey-takers were then asked to think about the interpreters they worked with or oversaw and whether those interpreters demonstrated competence in the majority of the educational interpreter topics listed in Figure 47. Of those who responded, they indicated: yes (33.3%) interpreters demonstrate competence in the majority of these topics or no (66.7%) they do not (see Figure 48).

Figure 45

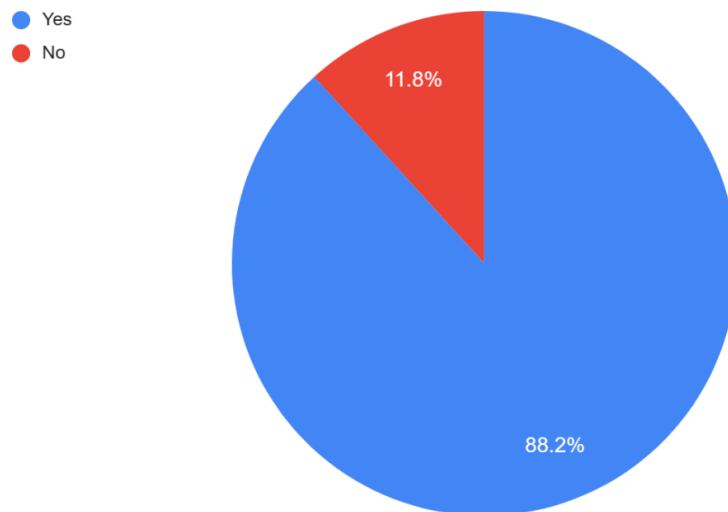
Stakeholder Perception of Interpreter Competence in the Majority of Listed Topics



Those surveyed were asked whether they think the topics listed in Figure 48 should be included as part of the curriculum to prepare interpreters for work in K-12 settings. Responses indicated those surveyed thought: yes (88.2%) and no (11.8%) (see Figure 49).

Figure 46

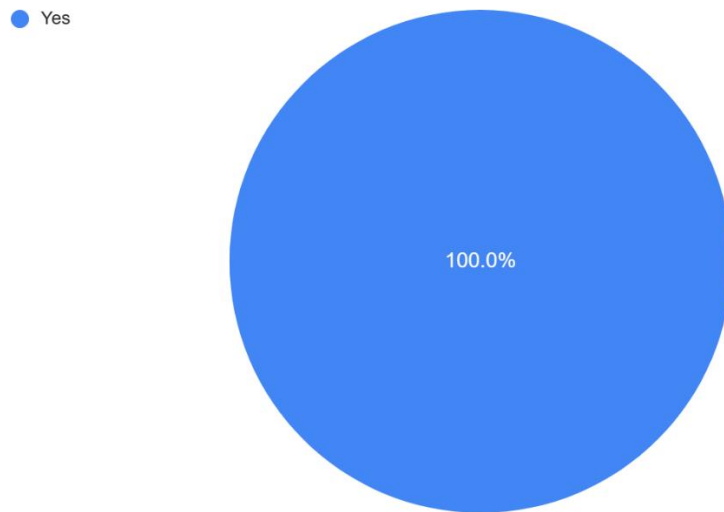
Stakeholder Perception of the Need to Include the Listed Topics in Interpreter Preparation Curriculum



Those surveyed were asked to think about the interpreters they work with or oversee and whether they think those interpreters would be more prepared to work in K-12 settings with specialized education focusing on the topics listed in Figure 47. 100% of respondents indicated yes, they think interpreters would be more prepared (see Figure 50).

Figure 47

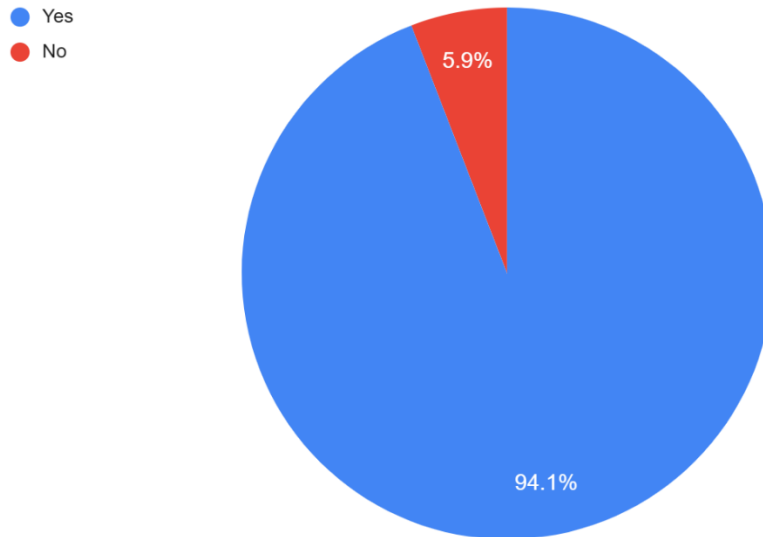
Stakeholder Perception of Interpreter Preparedness for Work in K-12 Settings with Specialized Education



Those surveyed were asked whether they thought an educational interpreting certificate program would better prepare students to work as educational interpreters. Responses indicated yes (94.1%) and no (5.9%) (see Figure 51).

Figure 48

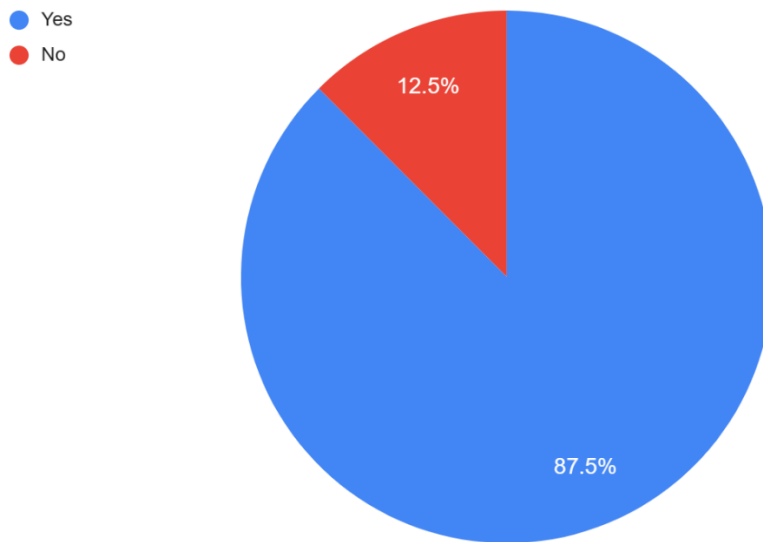
Stakeholder Perception of Interpreter Preparedness for Work with an Educational Interpreting Certificate



Participants were asked to indicate whether they thought an educational interpreting certificate program would help interpreters better meet minimum EIPA scores for licensure or qualification. Of those responding, 87.5% stated yes, they do think an educational interpreting certificate program would help interpreters better meet minimum EIPA scores for licensure or qualification and 12.5% stated no, they do not (see Figure 52).

Figure 49

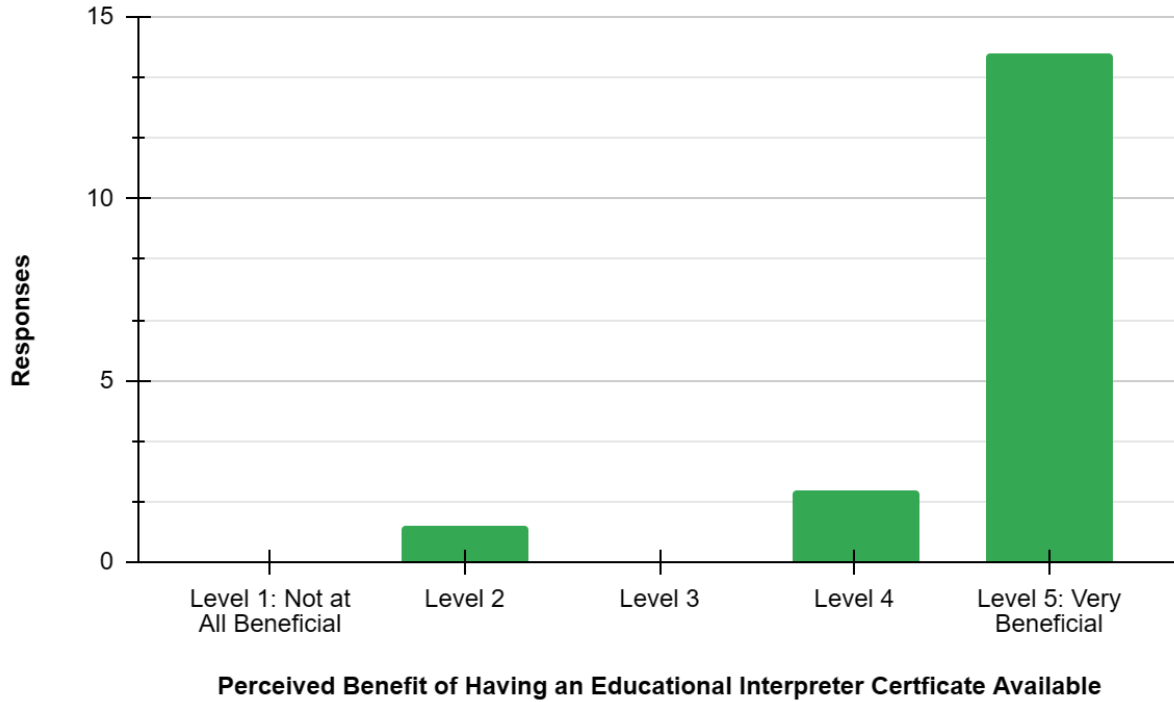
Stakeholder Perception of an Educational Interpreter Certificate Program Helping Interpreters Meet Minimum EIPA Score Requirements



Those surveyed were asked to rate, on a scale of one to five (one is not at all beneficial and five is very beneficial) how beneficial they perceive having an educational interpreter certificate program available would be to prepare interpreters to work in K-12 settings. Responses indicated that 82.4% indicated a beneficial level of five (very beneficial), 11.2% indicated a level of four, 0.0% indicated a level of three, 5.9% indicated a level of two, and 0.0% indicated a benefit level of 1 (not at all beneficial) (see Figure 53).

Figure 50

Stakeholder Perceived Benefit of Having an Educational Interpreter Certificate Available

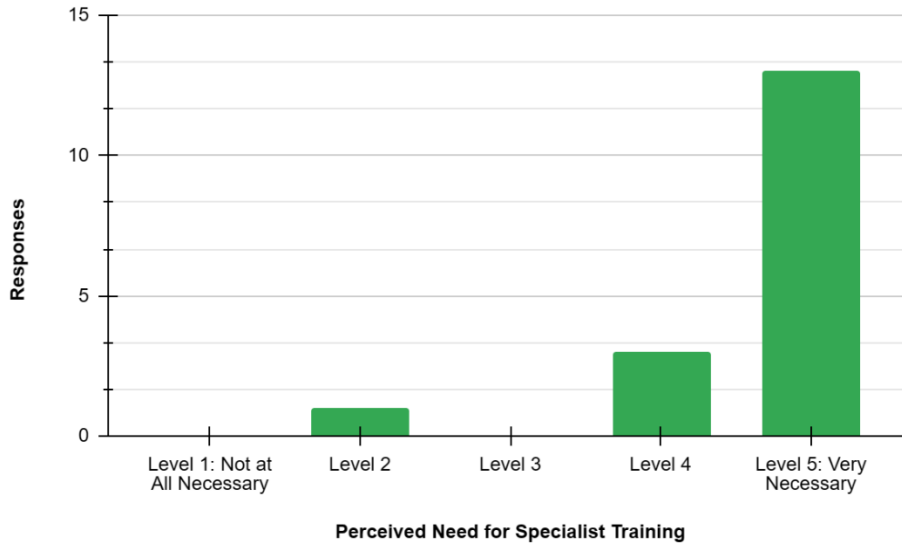


Those surveyed were asked to rate, on a scale of one to five (one is not at all necessary and five is very necessary) how necessary they perceive specialist training including the topics listed in Figure 58 to be for interpreters working in K-12 settings. Responses indicate that 76.5% rate specialist training at a level five (very necessary), 17.6% indicated a level of four, 0.0% indicated a level of three, 5.9% indicated a level of two, and 0.0% indicated a benefit level of 1 (not at all beneficial) (see Figure 54).

Figure 51

Stakeholder Perception of the Need for Specialist Training for Interpreters Working in K-12

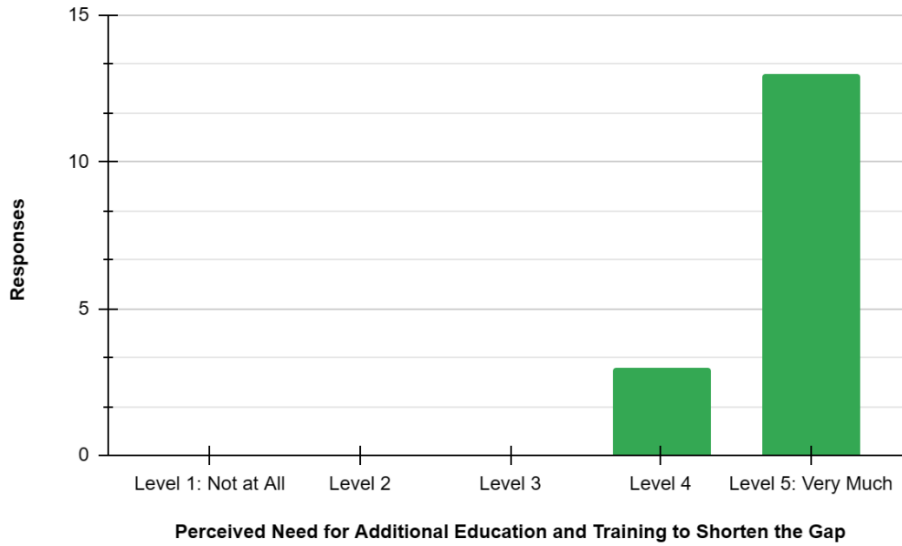
Settings



Those surveyed were asked to rate, on a scale of one to five (one is not at all and five is very much) the level of need for additional education and training to shorten the gap between graduation and certification or qualification. Of the responses received, 81.3% rate the need for additional education and training at a level five (very much), 18.8% indicated a level of four, 0.0% indicated a level of three, 0.0% indicated a level of two, and 0.0% indicated a need level of 1 (not at all) (see Figure 55).

Figure 52

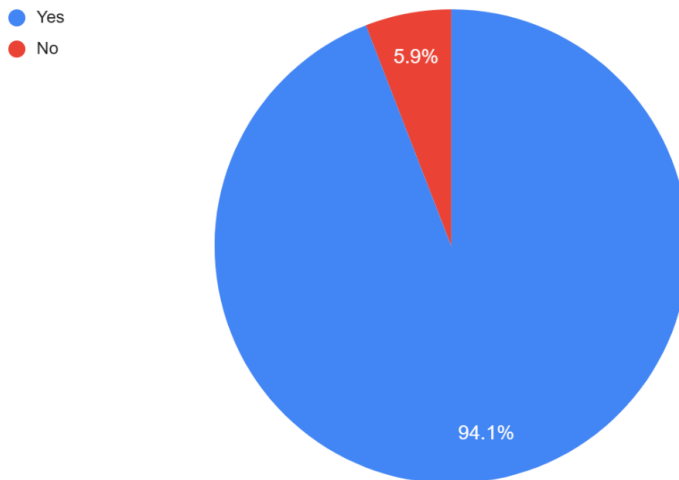
Stakeholder Perceived Need for Additional Education and Training to Shorten the Gap Between Graduation and Certification or Qualification



Those surveyed were asked whether they see a shortage of qualified educational interpreters in their area. Responses indicated yes (94.1%) they see a shortage of qualified interpreters in their area, and no (5.9%), they do not see a shortage (see Figure 56).

Figure 53

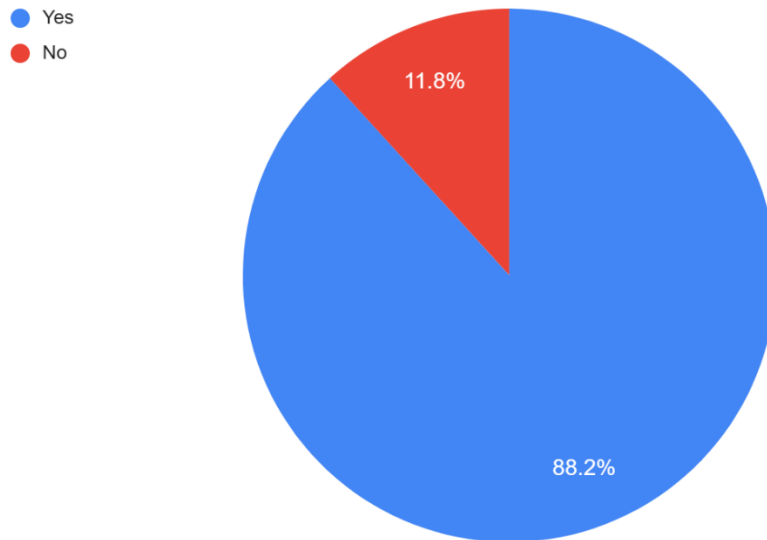
Stakeholder Perception of Qualified Educational Interpreter Availability in Their Area



Those surveyed were asked whether they thought an educational interpreter certificate program would help increase the number of qualified educational interpreters. Responses indicated 88.2% think yes, an educational interpreter certificate program would help increase the number of qualified educational interpreters and 11.8% think no, it would not help (see Figure 57).

Figure 54

Stakeholder Perception of an Educational Interpreter Certificate Program Increasing the Number of Qualified Educational Interpreters

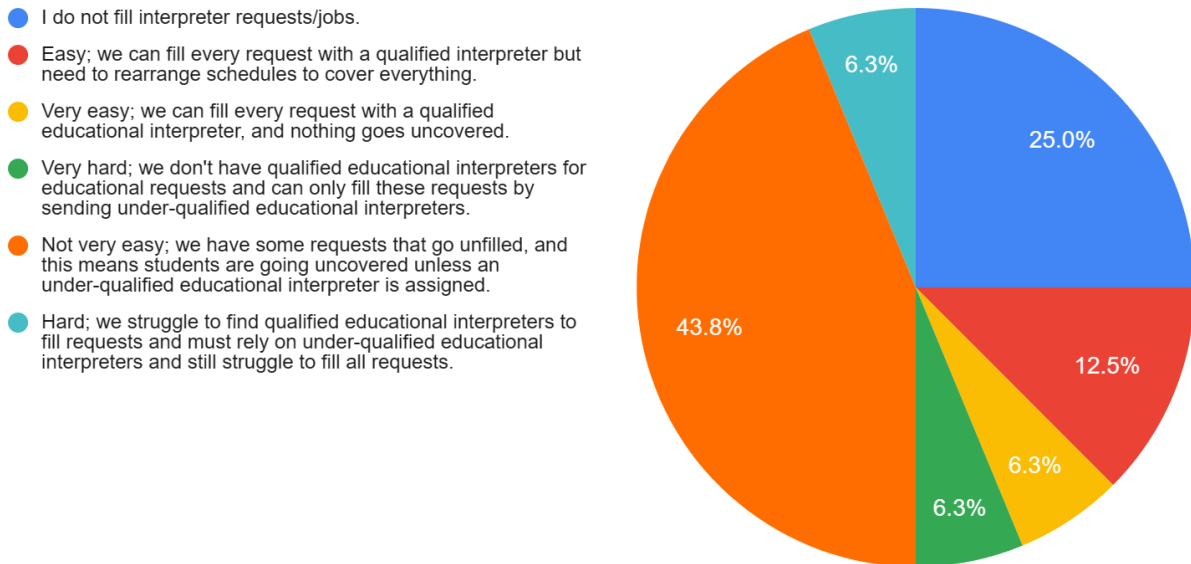


Participants were asked how easy it is to locate interpreters qualified for educational settings. 6.3% of respondents indicate that locating interpreters qualified for educational settings is very easy and they can fill every request with a qualified educational interpreter with nothing going uncovered. 12.5% indicate it is easy and they can fill every request with a qualified interpreter but need to rearrange schedules to cover everything. 43.8% indicate it is not very easy and that they have some requests that go unfilled which means that students are going uncovered unless an under-qualified educational interpreter is assigned. 6.3% indicate that it is hard and that

they struggle to find qualified educational interpreters to fill requests so they must rely on under-qualified educational interpreters while still struggling to fill all requests. 6.3% indicate it is very hard because they do not have qualified educational interpreters for educational requests, and they can only fill these requests by sending under-qualified educational interpreters. 25% of respondents indicated they do not fill interpreter requests or jobs (see Figure 58).

Figure 55

Stakeholder Ability to Fill Interpreter Requests with Qualified Educational Interpreters



Chapter 5: DISCUSSION

Discussion of the Findings

When this study was proposed, I predicted the data would indicate both a need and a desire for specialized education to prepare interpreters for work in K-12 educational settings. This prediction was formed over years of working as an educational interpreter and as a workshop presenter specializing in skills development for other educational interpreters. Practicing in Michigan, my career has weathered several legislative changes impacting how I provide services. These experiences, along with innumerable dialogues with colleagues over the last 20-plus years and the literature helped form the questions set forth in each of the surveys used for this study.

The cumulative results of the surveys disseminated to interpreters and stakeholders, when triangulated, point to both a need and a desire for specialist education. Those charged with the responsibility of locating and hiring qualified educational interpreters to satisfy the needs of students who are Deaf, DeafBlind, and Hard of Hearing struggle to do so even when states lack established minimum standards for educational interpreters or have required minimum EIPA scores as low as 3.0 or 3.5. Moreover, state-level waivers or provisional licensure do not appear to ease the struggle to find service providers.

Beyond hiring somebody to fill a position, stakeholders agreed that interpreters working in K-12 settings are not demonstrating proficiency in many areas and these topics should be included when preparing practitioners for employment. Collectively, stakeholders indicated that a certificate program is a viable approach to preparing more students to work in educational settings and equipping them with the skills necessary to meet state standards in less time than

generalist programs can while addressing the shortage of qualified educational interpreters available.

Stakeholders were asked whether the interpreters they worked with and oversaw were educated in K-12 educational interpreting. The overall response to this question was divided. Approximately half indicated the interpreters they worked with or oversaw were educated in K-12 educational interpreting and only 41% indicated their state had a state collegiate program for educational interpreters. Further research for this question indicated that several states believed to currently have a collegiate program for educational interpreting available do not. Of the 11 states represented in the population of stakeholders participating in this study, only three were found to have a program specific to educational interpreting. One state had a certificate program, one had an undergraduate program, and one state had both an undergraduate and a graduate program available.

While there is a distinct lack of data collected for this study to represent the needs and desires of students currently enrolled in an interpreter education program, there is much that can be learned from the information provided by the current practitioners who participated based on their lived experiences.

Of those participating in this study, 85% attended and completed an interpreter education program at the bachelor, associate, or certificate level. Of this group, over 80% indicated they did, in fact, receive some instruction related to interpreting in educational settings; some even had the benefit of a full class dedicated to the subject. Unfortunately, even with this focused instruction, over half indicated they did not feel prepared for working in educational settings. Compounding this is the fact that 87% of those participating in this study accepted positions

working in K-12 settings after graduation from their interpreter education programs, which is consistent with the literature.

Using the domains and topics assessed by the EIPA and information gathered throughout the literature review, this researcher generated a list of topics related to educational interpreting. This list was used to survey both interpreters and stakeholders as part of the needs assessment. When participants taking the interpreter survey were presented with the generated list of topics and asked to indicate which they had studied, the results indicated the only two topics heavily covered among their programs were ethics and the educational interpreter's role and responsibilities. This generated list of topics is the same list presented to stakeholders who, when asked, overwhelmingly indicated should be included within interpreter education curriculum. In fact, the stakeholders, across the board, stated interpreters should be studying these topics prior to working in educational settings and doing so would improve preparedness for that work.

As 89% of participants in the interpreter survey were currently working as educational interpreters, their input largely focused on their experiences. Over 90% indicated they wished more had been taught in their programs to prepare them to work as educational interpreters. Those who attended an interpreter education program (88%) stated they would have been interested in studying educational interpreting and, had a certificate program been offered, 68% would have enrolled. Of those interpreters surveyed with an EIPA score of 4.0 or higher, 83% achieved that score two or more years after graduation. For states requiring an EIPA of 4.0 or higher for qualification or licensure, this is a barrier to employment. At the same time, 89.9% of those surveyed indicate an educational interpreter certificate program is a viable approach to helping interpreters meet minimum score requirements and 99.4% of participants agree that there is at least some level of need for additional education.

The overwhelming response among participants is that a certificate program would accomplish two things. First, it would do a better job preparing students to work in educational settings. Second, it would do a better job preparing practitioners to meet state minimum EIPA score requirements.

The consensus between interpreters, students, and stakeholders is three-fold. First, there is an incredible benefit for interpreters and stakeholders, and thus students who are Deaf, DeafBlind, and Hard of Hearing, in having an educational interpreter certificate program available. Second, those intending to work as educational interpreters need specialist training to prepare them for that setting, and third, there is an overwhelming need for additional education to shorten the gap between graduation and credentialing which, often, is the barrier to employment.

Chapter 6: CONCLUSIONS

Summary

As presented in this paper, interpreters providing services in K-12 educational settings function as specialists within the broader field of signed language interpreting. The work of specializing helps practitioners meet the linguistic and communication needs of those relying on interpreting services to access curriculum within the mainstreamed K-12 education setting. The Americans with Disabilities Act (U.S. Department of Justice, 2010) states that qualified interpreters are “able to interpret effectively, accurately, and impartially, both receptively and expressively using any necessary specialized vocabulary” and the reauthorized Individuals with Disabilities Education Act (Sec. 662.20 USC 1462) states that personnel are to have “the knowledge and skills to effectively support students with disabilities,” yet the majority of interpreters currently working in educational settings have received very little instruction in K-12 content areas, including academic and elective classes and relevant vocabulary, the laws governing special education, and/or various facets of child development such as language development and acquisition, cognitive development, and social-emotional development.

While the skills taught by interpreter education programs are foundational and quite necessary, practitioners and those they serve are needing, and searching for more as the academic infrastructure to prepare practitioners remains generalist in nature. Jones (2004) recommended the establishment of appropriate educational programs to provide adequate, specialized preparations for work in a specialty field. In 2008, Patrie and Taylor outlined measurable outcomes that interpreters should be able to demonstrate after completing a degree, a specialty track, or a minor in educational interpreting. The existing body of research speaks to the specificity of skills required to support Deaf, DeafBlind, and Hard of Hearing students in K-12

educational settings and recognizing that specificity helps in understanding the struggle many practitioners experience in attempting to assess at a 4.0 or higher on the EIPA or even meet their state minimum score requirement after completing a generalist program.

There are clear impacts of the struggles caused by this situation that should be discussed. Certainly, there is an impact on practitioners themselves as the struggle to become qualified, credentialed, or licensed is a barrier to employment; however, the greater impact is faced by the Deaf, DeafBlind, and Hard of Hearing students relying on qualified educational interpreters to access curriculum, social interaction, and every other aspect of their educations. Students have one opportunity for an education. Their success, or lack thereof, will impact their future educational and employment opportunities. As students are learning ASL and English, typically at school, in their earliest years, they are also expected to learn content that is accessed through two languages in which they are still developing fluency. If the student is the only Deaf, DeafBlind, or Hard of Hearing student in the school, the educational interpreter often fills the role of being that student's only language model throughout the school day. If the interpreter has limited proficiency in ASL, that then limits the proficiency capability of the student. To reiterate what Jones (2004) stated:

Deaf and hard of hearing students cannot meet high expectations (or even, heaven forbid, minimum expectations) when we do not even ensure that, at minimum, K-12 educational interpreters can provide equal access. Deaf students, with the help of their parents, school personnel, and peers, will drive themselves to achieve. However, they will not be successful if interpreters are not qualified (p. 122).

As shown in research, recent interpreter education program graduates are struggling to assess at proficient levels on the EIPA, yet the NIEC (Cogen & Cokely, 2015) and this body of

work show that the majority of graduates are working with Deaf, DeafBlind, and Hard of Hearing students in K-12 educational settings.

If the data continues to indicate that most graduates from interpreter education programs will provide services in educational settings while struggling to meet the standards to do so, why is there still such a scarcity of education to prepare them? How can specialist education be addressed within an interpreter education program to support students intending to work in K-12 educational settings while supporting the acquisition and development of the necessary skills required for qualification?

Recommendations

In response to these questions, this researcher recommends that interpreter education programs, especially those at the bachelor's degree level, establish additional education options for students. Adding the option of a certificate program in educational interpreting to an already-established interpreter education program would not only provide an opportunity for enrolled students to receive specialized education preparing them for one of the most common settings of early employment, but it would also provide a unique opportunity for recent graduates and practitioners to enroll in a program without the need or cost of earning a degree. The classes would also provide an opportunity for current practitioners to satisfy the continuing education requirements of their national certification, state certification, or state licensure.

Any established certificate program would benefit from designing its curriculum with current assessment and resources in mind. The EIPA, with its written and performance tests, outlines several skills, subskills, and knowledge domains in which educational interpreters should demonstrate proficiency. Following the principles of backward design (Wiggins & McTighe, 2005), the EIPA can be used to design courses focusing on each of the skills and

knowledge domains. Additionally, Patrie and Taylor's (2007) work can be used to design course objectives, formative assessments, and summative assessments for each course within the curriculum using the same backward design approach.

The results of this survey identified participants' priorities for topics related to K-12 educational interpreting among interpreters, students, and stakeholders:

- Educational interpreter role and responsibilities
- Ethics
- Language acquisition
- Working with students who are Deaf and also have one or more co-occurring disabilities
- Individualized education plans
- Language development
- Social-emotional development
- K-12 core/academic content
- Special education laws
- Literacy skills
- Language deprivation
- BICS and CALP
- Cognitive development
- Advocacy
- Hearing Assistive Technology services
- Sign systems
- Language modalities
- Visual Phonics

- Documentation
- K-12 elective content
- Positive Behavior Support Systems
- Teaching theory
- Classroom management

Many of these topics, such as child development, social-emotional development, language development and literacy, behavior management, and teaching theory, are covered in classes for other degree programs. Since these classes are already available, the approved curriculum for these classes could be modified to meet the educational objectives and desired learning outcomes for students seeking a certificate in educational interpreting.

Depending on the credit hours required to successfully complete a certificate, classes can be designed and scaffolded to encompass multiple topics and skills.

Beyond the scope of academia, the data presented in this body of work holds applicability elsewhere including continuing education and professional development. There are many entities with a vested interest in supporting educational interpreters as they develop their professional skills. These entities include:

- Workshop presenters
- Professional organizations such as NAIE, RID, CIT, and state chapters of RID such as MIRID
- Interpreter referral agencies
- School districts employing educational interpreters and other Deaf education professionals
- Mentors

- Legislative bodies
- State departments of education
- Intermediate school districts
- Deaf organizations
- Teachers of students who are Deaf, DeafBlind, and Hard of Hearing
- Communities of practice
- Current practitioners working in K-12 educational settings
- Students enrolled in interpreter education programs

I recommended these stakeholders look to the content areas suggested above to develop guidelines for professional practice, training, and continuing education. Such trainings will provide support and skill development in domains specific to meeting the educational needs of Deaf, DeafBlind, and Hard of Hearing students.

Recommendations for Future Research

The results of this needs assessment identified several areas for future research. While the results of this study indicate a need for specialized education, future research expanding on the work completed here would provide depth and breadth to the existing data. Given the limited changes seen to the infrastructure of interpreter education in light of the changes happening within the provision of services, a growing body of research demonstrating the need for change and more specialized education may begin to trigger that change.

For any researcher seeking to build upon this research, a recommendation is to ask current practitioners to provide suggestions for topics based on their experiences in the field and the body of knowledge attained while enrolled in an interpreter education program. The

suggestions from practitioners may identify additional areas of study deemed paramount to the preparation for work in K-12 settings.

Next, a survey focused on students currently enrolled in an interpreter education program should be designed. In doing so, a researcher can identify what students perceive as necessary within the body of knowledge prior to entering the field.

While this study was made available to interpreters, students, and stakeholders from around the United States, the body of literature available speaking to the need for specialized education would benefit from specificity based on region. It is recommended that researchers repeat this needs assessment on a state-by-state basis, tailoring questions to the educational interpreter requirements within their own states of residence or practice.

Finally, it is suggested that future researchers re-imagine this study focusing on one of the most critical demographics: individuals who are Deaf, DeafBlind, and Hard of Hearing who received, or are currently receiving, their education via educational interpreters. The lived experiences and struggles of those most impacted by an educational interpreter's lack of preparedness is an immeasurable source of information to guide the education of future practitioners.

It is impossible to predict what the future holds for the education of interpreters intending to work in K-12 settings or how this study might impact how that education looks. What we know is current pedagogical practices are creating and sustaining a need for additional, specialized education. As students who are Deaf, DeafBlind, and Hard of Hearing will never have the option of going back to change the access they had in the classroom, it is up to practitioners and interpreter educators to address this need in providing that access for future generations of students. We must work harder so they do not have to. Focusing on the formative

education of interpreting students as they begin developing schema and thought worlds about the provision of interpreting services, communication access, and curriculum access helps current practitioners, educators, and stakeholders support the development of good habits early on rather than relying on continuing education later to break bad ones.

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Appendix A: STANDARD LEVEL 2 CERTIFICATIONS

Michigan Public Act 204, THE DEAF PERSONS' INTERPRETER ACT

Certification Abbreviation	Certification Name	Issuing Body	Issuing Status
BEI II (Advanced)	Board for Evaluation of Interpreters, Advanced Level	State of Michigan, Licensing and Regulatory Affairs	Current
CI	Certificate of Interpretation	Registry of Interpreters for the Deaf	Retired
CT	Certificate of Transliteration	Registry of Interpreters for the Deaf	Retired
OTC	Oral Transliteration Certificate	Registry of Interpreters for the Deaf	Under Moratorium
NAD IV (Advanced)	National Association of the Deaf Advanced – Above Average Performance	National Association of the Deaf	Retired; Recognized by RID
NIC	National Interpreter Certification	Registry of Interpreters for the Deaf	Current
NIC Advanced	National Interpreter Certification Advanced	Registry of Interpreters for the Deaf	Retired
NIC Master	National Interpreter Certification Master	Registry of Interpreters for the Deaf	Retired

Sources: Deaf Persons' Interpreter Act PA 204 of 1982, amended 2007. Registry of Interpreters for the Deaf (n.d.).

Appendix B: STANDARD LEVEL 3 CERTIFICATIONS

Michigan Public Act 204, THE DEAF PERSONS' INTERPRETER ACT

Certification Abbreviation	Certification Name	Issuing Body	Issuing Status
BEI III (Master)	Board for Evaluation of Interpreters, Master Level	State of Michigan, Licensing and Regulatory Affairs	Current
DI	Deaf Interpreter	None	Not Available
CDI	Certified Deaf Interpreter	Registry of Interpreters for the Deaf	Current
NIC	National Interpreter Certification	Registry of Interpreters for the Deaf	Current
NIC Advanced	National Interpreter Certification Advanced	Registry of Interpreters for the Deaf	Retired
NIC Master	National Interpreter Certification Master	Registry of Interpreters for the Deaf	Retired
CSC	Comprehensive Skills Certificate	Registry of Interpreters for the Deaf	Retired
MSCS	Master Comprehensive Skills Certificate	Registry of Interpreters for the Deaf	Retired
RSC	Reverse Skills Certificate	Registry of Interpreters for the Deaf	Retired

SC:L	Specialist Certificate: Legal	Registry of Interpreters for the Deaf	Retired
NAD V	National Association of the Deaf Master – Superior Performance	National Association of the Deaf	Retired; Recognized by RID
CI/CT	Certificates of Interpretation and Transliteration	Registry of Interpreters for the Deaf	Retired
OTC	Oral Transliteration Certificate	Registry of Interpreters for the Deaf	Under Moratorium
CLIP-R	Conditional Legal Interpreting Permit - Relay	Registry of Interpreters for the Deaf	Retired

Sources: Deaf Persons' Interpreter Act PA 204 of 1982, amended 2007. Registry of Interpreters for the Deaf (n.d.).

Appendix C: INTERPRETER SURVEY

WESTERN OREGON UNIVERSITY Master of Arts in Interpreting Studies

Title of Project:

Signed Language Interpreting in K-12 Settings: A Case for Specialization

By Megan M. Seipke-Dame

INTERPRETER SURVEY CONSENT FORM

Thank you for taking the time to participate in my research project. My name is Megan M. Seipke-Dame. I am a graduate student at Western Oregon University working under the supervision of Dr. Elisa Maroney. This survey was designed to assess the need for specialized education in the area of K-12 educational interpreting. Please take a moment to read this form prior to participating.

The purpose of this study is to identify a need for educational interpreter education and training at the collegiate level in the form of a certificate program. To participate, you must be at least 18 years of age, live and work in the United States, and identify as one of the following:

- An interpreter currently working full-time or part-time in K-12 education; or,
- A student studying interpreting with the intention of working in K-12 education.

This survey has been designed for anonymity and there are no known risks to you. You will not be asked to provide your name or your email address. All the information you provide will be kept private and secure in a password protected location only available to me as the researcher. All information will be deleted three years after the project has been completed or the research has been published, whichever is later. The results of this study, when published, will not include any identifying information from any of the participants.

While there will be no direct benefit to you as a participant, your participation will support the establishment of an educational interpreting certificate program that will benefit practitioners, future practitioners, and Deaf, DeafBlind, and Hard of Hearing students through specialized interpreter education.

By agreeing to participate in this study, you will be asked to complete the following questionnaire. It will take you approximately 10-15 minutes to complete the survey. Your participation is voluntary and there will be no compensation.

You may withdraw your consent at any time with zero consequences. You may choose to skip any survey questions you do not wish to answer.

This study has been reviewed and approved by the Western Oregon University Institutional Review Board (IRB). You may contact me, Megan M. Seipke-Dame, at any time with questions or concerns related to this survey. I can be reached at 248-227-1331, or by email at mseipkedame21@mail.wou.edu. You may also reach out to my advisor, Dr. Elisa Maroney, at 503-838-8735, or by email at maronee@wou.edu. Other questions and concerns can be directed to the Chair of the Western Oregon University Institutional Review Board (IRB) at 503-838-9200, or by email at irb@mail.wou.edu.

Interpreter Survey Consent Form (ASL): <https://youtu.be/YNOA28RnieU>

REQUIRED:

I have read the research study information and have reached out with questions (if applicable).

I give my consent to participate in this study.

YES, I agree to participate. (Go to section 2, Residency)

No, I do not agree to participate. (Go to section 4, Thank You) - Survey ends

Do you live and work in the United States of America?

Yes (Go to section 3, Interpreter Survey)

No (Go to section 4, Thank You) - Survey ends

Interpreter Survey

1. **What is your age?** ASL: <https://youtu.be/fmrv4MYAxQQ>
 - a. 18 – 24
 - b. 25 – 34
 - c. 35 – 44
 - d. 45 – 54
 - e. 55 – 65
 - f. 66 or older
 - g. Prefer not to answer

2. **What is your race?** ASL: <https://youtu.be/Z2Z9zNqSFDQ>
 - a. Asian or Pacific Islander
 - b. Black or African American
 - c. Hispanic or Latinx
 - d. Native American or Alaskan Native
 - e. White or Caucasian
 - f. Multiracial or Biracial
 - g. A race/ethnicity not listed here
 - h. Prefer not to answer

3. **With which of the following do you identify?** ASL: <https://youtu.be/z06eoghfLwk>
 - a. Deaf
 - b. DeafBlind
 - c. Hard of Hearing
 - d. Hearing

- e. CODA/Heritage Signer
- f. Prefer not to answer

4. How do you identify (gender)? Please fill in the blank. *ASL:*

<https://youtu.be/pk3RHAerIIA>

- a. _____

5. In what state do you live? (Drop-down menu) *ASL:* <https://youtu.be/dwIR5nRVI2s>

- a. Alabama
- b. Alaska
- c. Arizona
- d. Arkansas
- e. California
- f. Colorado
- g. Connecticut
- h. Delaware
- i. Florida
- j. Georgia
- k. Hawaii
- l. Idaho
- m. Illinois
- n. Indiana
- o. Iowa
- p. Kansas
- q. Kentucky

- r.** Louisiana
- s.** Maine
- t.** Maryland
- u.** Massachusetts
- v.** Michigan
- w.** Minnesota
- x.** Mississippi
- y.** Missouri
- z.** Montana
- aa.** Nebraska
- bb.** Nevada
- cc.** New Hampshire
- dd.** New Jersey
- ee.** New Mexico
- ff.** New York
- gg.** North Carolina
- hh.** North Dakota
- ii.** Ohio
- jj.** Oklahoma
- kk.** Oregon
- ll.** Pennsylvania
- mm.** Rhode Island
- nn.** South Carolina

- oo.** South Dakota
- pp.** Tennessee
- qq.** Texas
- rr.** Utah
- ss.** Vermont
- tt.** Virginia
- uu.** Washington
- vv.** Washington D.C.
- ww.** West Virginia
- xx.** Wisconsin
- yy.** Wyoming
- zz.** Other/U.S. Territory

6. In what state do you work? Select all that apply. ASL:

<https://youtu.be/cG5oHSaqEb4>

- a.** Alabama
- b.** Alaska
- c.** Arizona
- d.** Arkansas
- e.** California
- f.** Colorado
- g.** Connecticut
- h.** Delaware
- i.** Florida

- j.** Georgia
- k.** Hawaii
- l.** Idaho
- m.** Illinois
- n.** Indiana
- o.** Iowa
- p.** Kansas
- q.** Kentucky
- r.** Louisiana
- s.** Maine
- t.** Maryland
- u.** Massachusetts
- v.** Michigan
- w.** Minnesota
- x.** Mississippi
- y.** Missouri
- z.** Montana
- aa.** Nebraska
- bb.** Nevada
- cc.** New Hampshire
- dd.** New Jersey
- ee.** New Mexico
- ff.** New York

- gg.** North Carolina
- hh.** North Dakota
- ii.** Ohio
- jj.** Oklahoma
- kk.** Oregon
- ll.** Pennsylvania
- mm.** Rhode Island
- nn.** South Carolina
- oo.** South Dakota
- pp.** Tennessee
- qq.** Texas
- rr.** Utah
- ss.** Vermont
- tt.** Virginia
- uu.** Washington
- vv.** Washington D.C.
- ww.** West Virginia
- xx.** Wisconsin
- yy.** Wyoming
- zz.** Other/U.S. Territory

7. What is your employment status? ASL: <https://youtu.be/grfmg-hJUvc>

- a.** Full time
- b.** Part time

- c. Not currently employed
- d. Full time student

8. Are you currently working as a K-12 educational interpreter? *ASL:*

<https://youtu.be/iJJvizGmxoM>

- a. Yes
- b. No

9. What is your current job title? (Fill in the blank) *ASL:* https://youtu.be/msq-J_P-uks

- a. _____

10. What is your employment goal? *ASL:* <https://youtu.be/sXdUjEtOjDO>

- a. Freelance or community interpreter
- b. Educational interpreter
- c. Other

11. What is the highest level of education you have obtained? *ASL:*

<https://youtu.be/HjtJiaNkNGo>

- a. High school diploma or GED
- b. Certificate
- c. Associate's Degree
- d. Bachelor's Degree
- e. Master's Degree
- f. Doctoral Degree

12. What credentials do you currently hold? Select all that apply. *ASL:*

<https://youtu.be/fbeXOEu7LKA>

- a. RID CI

- b.** RID CT
- c.** RID CI/CT
- d.** RID IC
- e.** RID TC
- f.** RID IC/TC
- g.** RID CSC
- h.** RID MCSC
- i.** RID RSC
- j.** RID NIC
- k.** RID NIC-Advanced
- l.** RID NIC-Master
- m.** RID Ed: K-12
- n.** RID OTC
- o.** RID CDI
- p.** RID SC:L
- q.** NAD III
- r.** NAD IV
- s.** NAD V
- t.** BEI I (Basic)
- u.** BEI II (Advanced)
- v.** BEI III (Master)
- w.** BEI Other
- x.** EIPA Elementary ASL

- y. EIPA Elementary PSE
- z. EIPA Elementary MCE
- aa. EIPA Secondary ASL
- bb. EIPA Secondary PSE
- cc. EIPA Secondary MCE
- dd. EIPA Written Test
- ee. State of Michigan Medical/Mental Health Endorsement
- ff. State of Michigan Legal Endorsement
- gg. State of Michigan DeafBlind Endorsement
- hh. Other

13. Are you registered as an educational interpreter in the State of Michigan? ASL:

<https://youtu.be/FJIaDXckby0>

- a. Yes
- b. No

14. If you are registered as an educational interpreter in the State of Michigan, are you registered for: ASL: <https://youtu.be/zt7drsOvu-8>

- a. Elementary
- b. Secondary
- c. Elementary and Secondary
- d. I am not registered as an educational interpreter in the State of Michigan

15. If you are registered as a Secondary Level educational interpreter in the State of Michigan, how are you registered? Select all that apply. ASL: <https://youtu.be/i2LU4rxGElg>

- a. EIPA Elementary 4.0 or higher

- b. EIPA Secondary 4.0 or higher
- c. Standard Level 2 or 3 certification
- d. I am not registered as a Secondary Level educational interpreter in the State of Michigan

16. Did you graduate from an interpreter education program (ITP/IEP/IPP)? ASL:

https://youtu.be/rrRRx_wEzUE

- a. Yes, a 4-year program
- b. Yes, a 2-year program
- c. Yes, a certificate program
- d. Yes, I attended an interpreter education program but did not complete the program
- e. No, I did not attend an interpreter education program

17. Did you graduate from a degree program in any field of study? Select all that apply.

ASL: https://youtu.be/G6XPkZso_LQ

- a. Doctorate level program
- b. Master's level program
- c. Bachelor's level program
- d. Associate's level program
- e. Certificate program
- f. I did not complete a degree program

18. Did your interpreting program include any semester-long classes specific to educational interpreting? ASL: <https://youtu.be/jt9E7YLGj5o>

- a. Yes

- b. No
- c. I did not attend an interpreting program

19. Did your interpreting program include any instruction related to educational interpreting? ASL: https://youtu.be/fKBGp_Omrso

- a. Yes
- b. No
- c. I did not attend an interpreting program

20. Did you work as an educational interpreter after graduating from your interpreting program? ASL: <https://youtu.be/UdElxb2mCoA>

- a. Yes
- b. No
- c. I did not attend an interpreting program

21. If you worked as an educational interpreter after graduating from your interpreting program, did you feel prepared for the job of an educational interpreter? ASL:

<https://youtu.be/-Ktvi1hRK9U>

- a. Yes
- b. No
- c. I did not attend an interpreter education program

22. Did you take the Educational Interpreter Performance Assessment (EIPA) before graduating from your interpreting program? ASL: <https://youtu.be/WuYg9C3GmtE>

- a. Yes
- b. No

- c. I HAVE taken the EIPA, but I did NOT attend an interpreter education program
- d. I have NOT taken the EIPA, AND I did NOT attend an interpreter education program

23. If you took the EIPA before graduating, what was your score? ASL:

<https://youtu.be/eFbtqE-Hp2g>

- a. 2.4 or below
- b. 2.5 – 3.4
- c. 3.5 – 3.9
- d. 4.0 or higher
- e. I did not take the EIPA before graduating
- f. I took the EIPA before graduating but I am still waiting for results
- g. I did not attend an interpreting program, but I have taken the EIPA and am still waiting for results
- h. I did not attend an interpreting program, but my score is 2.4 or below
- i. I did not attend an interpreting program, but my score is 2.5 – 3.4
- j. I did not attend an interpreting program, but my score is 3.5 – 3.9
- k. I did not attend an interpreting program, but my score is 4.0 or higher

24. If you took the EIPA after graduating, what was your score? ASL:

<https://youtu.be/XaC9QzYxHhU>

- a. 2.4 or below
- b. 2.5 – 3.4
- c. 3.5 – 3.9

- d. 4.0 or higher
- e. I did not take the EIPA after graduating
- f. I took the EIPA after graduating but I am still waiting for results
- g. I did not attend an interpreting program

25. Do you currently meet your state's minimum EIPA score for licensure/qualification? ASL: <https://youtu.be/I-cGVcIOC7o>

- a. Yes
- b. No
- c. My state does not have a minimum EIPA requirement

26. If you do not currently meet your state's minimum EIPA score for licensure/qualification, are you working to meet the minimum EIPA score? ASL: <https://youtu.be/V382TeniVGo>

- a. Yes
- b. No
- c. My state does not have a minimum EIPA requirement
- d. I already meet my state's minimum EIPA requirement

27. If you have a 4.0 or higher on the EIPA, how long after graduating did you achieve that score? ASL: <https://youtu.be/BifMCccc6xQ>

- a. While still in school
- b. Within 1 year of graduation
- c. 2 – 3 years after graduation
- d. 4 – 5 years after graduation
- e. More than 5 years after graduation

- f. I am not planning to take the EIPA
- g. I have taken the EIPA, and I am still waiting on results
- h. I am still working toward an EIPA of 4.0 or higher
- i. I did not attend an interpreting program, but have an EIPA of 4.0 or higher
- j. I did not attend an interpreting program, and I am still working toward an EIPA of 4.0 or higher

28. If you are certified (RID, NAD, BEI), how long after graduation did you achieve your initial certification? ASL: <https://youtu.be/keJiVnPAths>

- a. While still in school
- b. Within 1 year of graduation
- c. 2 – 3 years after graduation
- d. 4 – 5 years after graduation
- e. More than 5 years after graduation
- f. I am not planning to become certified
- g. I have tested and I am still waiting on results
- h. I am still working toward certification
- i. I did not attend an interpreting program but hold certification
- j. I did not attend an interpreting program but have tested/waiting on results
- k. I did not attend an interpreting program and do not plan to become certified
- l. I did not attend an interpreting program and I am still working toward certification

29. Thinking about your ITP, do you feel the education you received prepared you to work in K-12 settings? ASL: <https://youtu.be/YTJfOrWV87Q>

- a. Yes
- b. No
- c. I did not attend an interpreter education program

30. Thinking about your ITP, do you think more should have been taught to prepare you to work in K-12 settings? ASL: <https://youtu.be/qPsTOt0mgXs>

- a. Yes
- b. No
- c. I did not attend an interpreter education program

31. If you are an interpreter working in K-12 settings, in which of the following did you receive formal training as part of your ITP? Select all that apply. ASL:

<https://youtu.be/aySa0zksuJo>

- a. K-12 content areas such as math, language arts, social studies, science
- b. Special education laws
- c. Individualized Education Plans
- d. K-12 content areas such as performance arts (band, orchestra, choir, theater)
- e. K-12 content areas such as visual arts (drawing, painting, digital imaging, photography, graphic design)
- f. Working with students who are Deaf and also have one or more co-occurring disabilities
- g. HAT (hearing assistive technology) services and technology
- h. Language development
- i. Language acquisition
- j. Literacy skills

- k. Language deprivation
- l. Cognitive development
- m. Social-emotional development
- n. Classroom management
- o. Teaching theory
- p. Positive Behavior Support systems
- q. Advocacy
- r. Documentation
- s. Ethics
- t. Sign systems (Signed Exact English, Manually Coded English, Cued English, etc.)
- u. Language modalities
- v. Educational interpreter role and responsibilities
- w. BICS and CALP (Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency)
- x. Visual Phonics

32. Thinking about your ITP, do you wish more had been taught to prepare you to

work in K-12 settings? ASL: <https://youtu.be/a8OtA1cJys>

- a. Yes
- b. No
- c. I did not attend an interpreter education program

33. Thinking about your ITP, would you have been interested in studying educational

interpreting? ASL: <https://youtu.be/-6ZaU9gCZqA>

- a. Yes
- b. No
- c. I did not attend an interpreter education program

34. If your ITP had offered an educational interpreting certificate, would you have enrolled? ASL: <https://youtu.be/IJACyHUh0w>

- a. Yes
- b. No
- c. I do not know
- d. I did not attend an interpreter education program but would have if an Educational Interpreting Certificate was offered
- e. I did not attend an interpreter education program and still would not have attended if an Educational Interpreting Certificate was offered

35. Do you think an educational interpreting certificate program would better prepare students to work as educational interpreters compared to a general interpreter education program? ASL: <https://youtu.be/tSuKBOLh-wk>

- a. Yes
- b. No

36. Do you think an educational interpreting certificate program would better help interpreters meet minimum EIPA scores for licensure/qualification? ASL:

<https://youtu.be/kuxW77Hofi4>

- a. Yes
- b. No

37. On a scale of 1 to 5, where 1 is not at all interested and 5 is very interested, how would you rate your interest in earning an educational interpreting certificate? ASL:

<https://youtu.be/3A49mU8Sxsc>

- a. 1 (Not at all interested)
- b. 2
- c. 3
- d. 4
- e. 5 (Very interested)

38. On a scale of 1 to 5, where 1 is not at all beneficial and 5 is very beneficial, how would you rate the benefit of having an educational interpreter certificate program available to prepare interpreters to work in K-12 settings? ASL:

<https://youtu.be/8IVP6nodBrw>

- a. 1 (Not at all beneficial)
- b. 2
- c. 3
- d. 4
- e. 5 (Very beneficial)

39. On a scale of 1 to 5, where 1 is not at all necessary and 5 is very necessary, how would you rate the necessity of specialist training for interpreters working in K-12

settings? ASL: <https://youtu.be/Bk9XJFNu4v8>

- a. 1 (Not at all necessary)
- b. 2
- c. 3

- d. 4
- e. 5 (Very necessary)

40. On a scale of 1 to 5, where 1 is not at all and 5 is very much, how would you rate the need for additional education and training to shorten the gap between graduation and certification/qualification? ASL: <https://youtu.be/LEN-yEb0G0>

- a. 1 (Not at all)
- b. 2
- c. 3
- d. 4
- e. 5 (Very much)

Section 4: Thank you for your time. The survey will now close.

ASL: <https://youtu.be/rcOpkkTgCSU>

Appendix D: STAKEHOLDER SURVEY

WESTERN OREGON UNIVERSITY Master of Arts in Interpreting Studies

Title of Project:

Signed Language Interpreting in K-12 Settings: A Case for Specialization

By Megan M. Seipke-Dame

STAKEHOLDER SURVEY CONSENT FORM

Thank you for taking the time to participate in my research project. My name is Megan M. Seipke-Dame. I am a graduate student at Western Oregon University working under the supervision of Dr. Elisa Maroney. This survey was designed to assess the need for specialized education in the area of K-12 educational interpreting. Please take a moment to read this form prior to participating.

The purpose of this study is to identify a need for educational interpreter education and training at the collegiate level in the form of a certificate program. To participate, you must be at least 18 years of age, live and work in the United States, and identify as one of the following:

- An individual working as a department head or supervisor for an interpreter education program;
- An individual working for an interpreter referral agency providing interpreters in K-12 settings;
- An individual overseeing or coordinating interpreting services for students who are Deaf, DeafBlind, or Hard of Hearing in a public education setting; or,
- An individual working at a state department of education or state agency overseeing, coordinating, or providing support, training, or services for interpreters in K-12 settings.

This survey has been designed for anonymity and there are no known risks to you. You will not be asked to provide your name or your email address. All the information you provide will be kept private and secure in a password protected location only available to me as the researcher. All information will be deleted three years after the project has been completed or the research has been published, whichever is later. The results of this study, when published, will not include any identifying information from any of the participants.

While there will be no direct benefit to you as a participant, your participation will support the establishment of an educational interpreting certificate program that will benefit practitioners, future practitioners, and Deaf, DeafBlind, and Hard of Hearing students through specialized interpreter education.

By agreeing to participate in this study, you will be asked to complete the following questionnaire. It will take you approximately 10-15 minutes to complete the survey. Your participation is voluntary and there will be no compensation.

You may withdraw your consent at any time with zero consequences. You may choose to skip any survey questions you do not wish to answer.

This study has been reviewed and approved by the Western Oregon University Institutional Review Board (IRB). You may contact me, Megan M. Seipke-Dame, at any time with questions or concerns related to this survey. I can be reached at 248-227-1331, or by email at mseipkedame21@mail.wou.edu. You may also reach out to my advisor, Dr. Elisa Maroney, at 503-838-8735, or by email at maronee@wou.edu. Other questions and concerns can be directed to the Chair of the Western Oregon University Institutional Review Board (IRB) at 503-838-9200, or by email at irb@mail.wou.edu.

Stakeholder Survey Consent Form (ASL): <https://youtu.be/RrEdNij67vg>

REQUIRED:

I have read the research study information and have reached out with questions (if applicable).

I give my consent to participate in this study.

YES, I agree to participate. (Go to section 2, Residency Qualifying Question)

No, I do not agree to participate. (Go to section 4, Thank You) - Survey ends

Do you live and work in the United States of America?

Yes (Go to section 3, Stakeholder Survey)

No (Go to section 4, Thank You) - Survey ends

**WESTERN OREGON UNIVERSITY
Master of Arts in Interpreting Studies**

Title of Project:

Signed Language Interpreting in K-12 Settings: A Case for Specialization

By Megan M. Seipke-Dame

Stakeholder Survey

1. What is your age? ASL: <https://youtu.be/-3sMK5JMuZ0>
 - a. 18 – 24
 - b. 25 – 34
 - c. 35 – 44
 - d. 45 – 54
 - e. 55 – 65
 - f. 66 or older
 - g. Prefer not to answer

2. What is your race? ASL: <https://youtu.be/1hgKEIMAGis>
 - a. Asian or Pacific Islander
 - b. Black or African American
 - c. Hispanic or Latinx
 - d. Native American or Alaskan Native
 - e. White or Caucasian
 - f. Multiracial or Biracial
 - g. A race/ethnicity not listed here
 - h. Prefer not to answer

3. With which of the following do you identify? ASL: <https://youtu.be/638t7U-T3NI>

- a. Deaf
- b. DeafBlind
- c. Hard of Hearing
- d. Hearing
- e. CODA/Heritage Signer
- f. Prefer not to answer

4. How do you identify (gender)? Please fill in the blank. ASL:

<https://youtu.be/HBAAtMg0t1XQ>

- a. _____

5. In what state do you live? (Drop down menu) ASL: https://youtu.be/T6f_ZWhLwYs

- a. Alabama
- b. Alaska
- c. Arizona
- d. Arkansas
- e. California
- f. Colorado
- g. Connecticut
- h. Delaware
- i. Florida
- j. Georgia
- k. Hawaii
- l. Idaho
- m. Illinois

- n.** Indiana
- o.** Iowa
- p.** Kansas
- q.** Kentucky
- r.** Louisiana
- s.** Maine
- t.** Maryland
- u.** Massachusetts
- v.** Michigan
- w.** Minnesota
- x.** Mississippi
- y.** Missouri
- z.** Montana
- aa.** Nebraska
- bb.** Nevada
- cc.** New Hampshire
- dd.** New Jersey
- ee.** New Mexico
- ff.** New York
- gg.** North Carolina
- hh.** North Dakota
- ii.** Ohio
- jj.** Oklahoma

- kk.** Oregon
- ll.** Pennsylvania
- mm.** Rhode Island
- nn.** South Carolina
- oo.** South Dakota
- pp.** Tennessee
- qq.** Texas
- rr.** Utah
- ss.** Vermont
- tt.** Virginia
- uu.** Washington
- vv.** Washington D.C.
- ww.** West Virginia
- xx.** Wisconsin
- yy.** Wyoming
- zz.** Other/U.S. Territory

6. In what state do you work? (Drop down menu) *ASL:* <https://youtu.be/Id64-snSbX0>

- a.** Alabama
- b.** Alaska
- c.** Arizona
- d.** Arkansas
- e.** California
- f.** Colorado

- g.** Connecticut
- h.** Delaware
- i.** Florida
- j.** Georgia
- k.** Hawaii
- l.** Idaho
- m.** Illinois
- n.** Indiana
- o.** Iowa
- p.** Kansas
- q.** Kentucky
- r.** Louisiana
- s.** Maine
- t.** Maryland
- u.** Massachusetts
- v.** Michigan
- w.** Minnesota
- x.** Mississippi
- y.** Missouri
- z.** Montana
- aa.** Nebraska
- bb.** Nevada
- cc.** New Hampshire

- dd.** New Jersey
- ee.** New Mexico
- ff.** New York
- gg.** North Carolina
- hh.** North Dakota
- ii.** Ohio
- jj.** Oklahoma
- kk.** Oregon
- ll.** Pennsylvania
- mm.** Rhode Island
- nn.** South Carolina
- oo.** South Dakota
- pp.** Tennessee
- qq.** Texas
- rr.** Utah
- ss.** Vermont
- tt.** Virginia
- uu.** Washington
- vv.** Washington D.C.
- ww.** West Virginia
- xx.** Wisconsin
- yy.** Wyoming
- zz.** Other/U.S. Territory

7. What is your employment status? ASL: <https://youtu.be/aJAaYLzDWdk>
- a. Full Time
 - b. Part Time
8. Which describes your current position? ASL: <https://youtu.be/hqrbj9ZX5K0>
- a. Department Head or Supervisor of an interpreter education program
 - b. Interpreter referral agency employee providing interpreters in K-12 settings
 - c. Service coordinator, supervisor, director, or manager in a public education setting for students who are Deaf, DeafBlind, or Hard of Hearing
 - d. A state department of education or state agency employee responsible for overseeing, coordinating, or providing educational interpreters in K-12 settings with support, training, or services
9. What is your current job title? (Fill in the blank) ASL: <https://youtu.be/I36iG9-TCsk>
- a. _____
10. What is the certification/credentialing/licensure requirement for educational interpreters in your state? ASL: <https://youtu.be/4yYtjJDPDvY>
- a. National certification
 - b. BEI certification
 - c. EIPA
 - d. I do not know
11. What is the certification/credentialing/licensure requirement for educational interpreters with your institution? ASL: <https://youtu.be/EHzmEq2Ooc>
- a. National certification
 - b. BEI certification

- c. EIPA
- d. I do not know
- e. We do not have our own requirements

12. What is the minimum EIPA score required for credentialing/licensure in your state?

ASL: <https://youtu.be/aFRSFy9Qj2s>

- a. EIPA 3.0 or higher
- b. EIPA 3.5 or higher
- c. EIPA 4.0 or higher
- d. EIPA 4.5 or higher
- e. My state does not require an EIPA score
- f. I do not know

13. Does your state utilize waivers or provisional licenses for educational interpreters

who do not meet the minimum requirements? ASL: <https://youtu.be/qKnYkqjXmqg>

- a. Yes
- b. No
- c. I do not know

14. Are the interpreters you work with or oversee educated in the specialty of

educational interpreting? ASL: <https://youtu.be/6qYMCeMzNzA>

- a. Yes
- b. No
- c. I do not know

15. Does your state currently have a collegiate program for educational interpreters?

ASL: <https://youtu.be/w62w2WEIdbw>

- a. Yes
- b. No
- c. I do not know

16. Have the educational interpreters you work with or oversee taken the Educational Interpreter Performance Assessment (EIPA)? ASL: <https://youtu.be/xupMOIPBU4>

- a. Yes
- b. No
- c. I do not know

17. Are the educational interpreters you work with or oversee struggling to achieve your state's minimum EIPA score? ASL: <https://youtu.be/thkhyDH8aaE>

- a. Yes
- b. No
- c. I do not know

18. Which of the following topics do you think educational interpreters should study before working in a K-12 classroom? Check all that apply. ASL:

<https://youtu.be/suHCipM4SOM>

- a. K-12 content areas such as math, language arts, social studies, science
- b. Special education laws
- c. Individualized Education Plans
- d. K-12 content areas such as performance arts (band, orchestra, choir, theater)
- e. K-12 content areas such as visual arts (drawing, painting, ceramics, digital imaging, photography, graphic design)

- f.** Working with students who are Deaf and have one or more co-occurring disabilities
- g.** HAT (hearing assistive technology) services and technology
- h.** Language development
- i.** Language acquisition
- j.** Literacy skills
- k.** Language deprivation
- l.** Cognitive development
- m.** Social-emotional development
- n.** Classroom management
- o.** Teaching theory
- p.** Positive Behavior Support Systems
- q.** Advocacy
- r.** Documentation
- s.** Ethics
- t.** Sign Systems (Signed Exact English, Manually Coded English, Cued English, etc.)
- u.** Language modalities
- v.** Educational interpreter role and responsibilities
- w.** BICS and CALP (Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency)
- x.** Visual Phonics

19. Thinking about the interpreters you work with or oversee; do the interpreters you work with and oversee demonstrate competence in the majority of these topics

listed? ASL: [https://youtu.be/ vNHWOOJVdM](https://youtu.be/vNHWOOJVdM)

a. Yes

b. No

20. Thinking about interpreter education, do you think these topics should be included as part of the curriculum to prepare interpreters for work in K-12 settings? ASL:

<https://youtu.be/LWI4isID4RM>

a. Yes

b. No

21. Thinking about the interpreters you work with and oversee; do you think they would be more prepared to work in K-12 settings with specialized education

focusing on these topics? ASL: <https://youtu.be/xdG8qEedVOs>

a. Yes

b. No

22. Do you think an educational interpreting certificate program would better prepare students to work as educational interpreters? ASL: <https://youtu.be/TPi-VnZUrOM>

a. Yes

b. No

23. Do you think an educational interpreting certificate program would help interpreters better meet minimum EIPA scores for licensure/qualification? ASL:

<https://youtu.be/OC-EJSGJp8U>

a. Yes

- b. No

24. On a scale of 1 to 5, where 1 is not at all beneficial and 5 is very beneficial, how would you rate the benefit of specialist training that includes the topics mentioned for interpreters working in K-12 settings? ASL: <https://youtu.be/vFklHJh2SGU>

- a. 1 (Not at all beneficial)
- b. 2
- c. 3
- d. 4
- e. 5 (Very beneficial)

25. On a scale of 1 to 5, where 1 is not at all necessary and 5 is very necessary, how would you rate the necessity of specialist training that includes the topics mentioned for interpreters working in K-12 settings? ASL: <https://youtu.be/iPH2jBXCAIE>

- a. 1 (Not at all necessary)
- b. 2
- c. 3
- d. 4
- e. 5 (Very necessary)

26. On a scale of 1 to 5, where 1 is not at all and 5 is very much, how would you rate the need for additional education and training to shorten the gap between graduation and certification/qualification? ASL: <https://youtu.be/DEoUZgIsbF0>

- a. 1 (Not at all)
- b. 2
- c. 3

- d. 4
- e. 5 (Very much)

27. Do you see a shortage of qualified educational interpreters in your area? ASL:

<https://youtu.be/mkWWPpmEz9Y>

- a. Yes
- b. No

28. Do you think an educational interpreter certificate program would help increase the number of qualified educational interpreters? ASL: <https://youtu.be/VAIoTjOZwUE>

- a. Yes
- b. No

29. How easy is it to locate interpreters qualified for educational settings? ASL:

<https://youtu.be/c2APlmh0bVM>

- a. Very easy; we can fill every request with a qualified educational interpreter, and nothing goes uncovered.
- b. Easy; we can fill every request with a qualified interpreter but need to rearrange schedules to cover everything.
- c. Not very easy; we have some requests that go unfilled, and this means students are going uncovered unless an under-qualified educational interpreter is assigned.
- d. Hard; we struggle to find qualified educational interpreters to fill requests and must rely on under-qualified educational interpreters and still struggle to fill all requests.

- e. Very Hard; we don't have qualified educational interpreters for educational requests and can only fill these requests by sending under-qualified educational interpreters.
- f. I do not fill interpreter requests/jobs.

Section 4: Thank you for your time. The survey will now close.

ASL: <https://youtu.be/eJFZFYtV43Q>