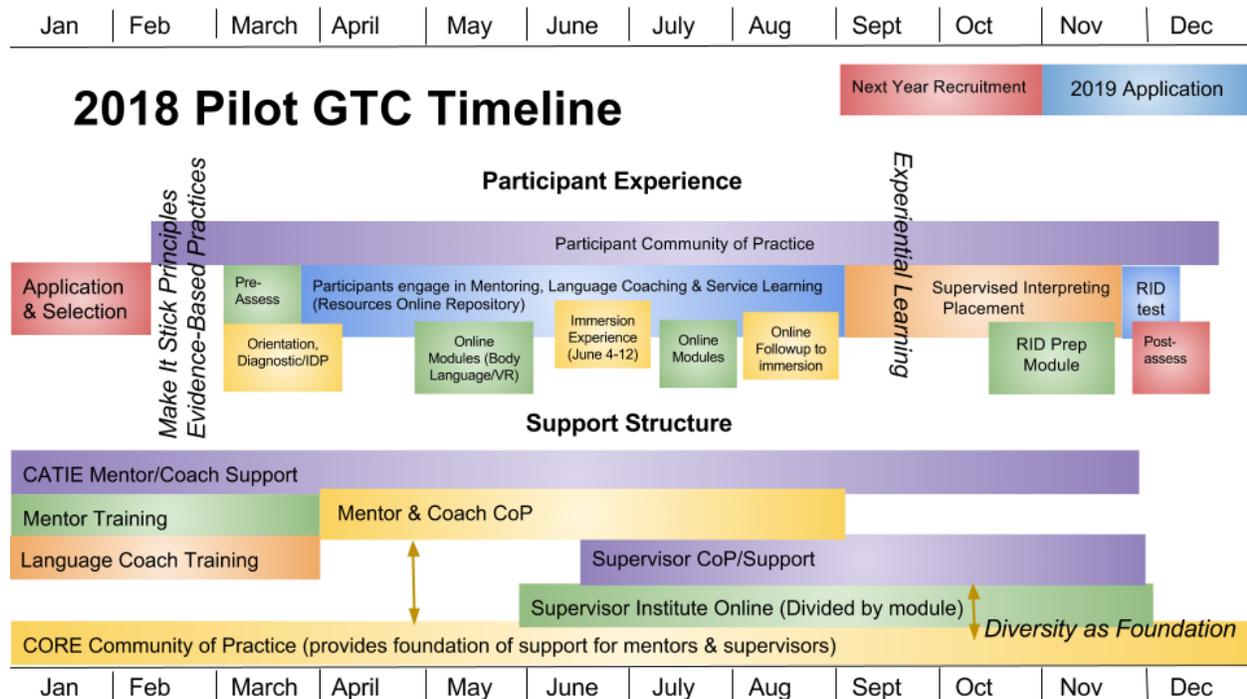


ST. CATHERINE UNIVERSITY Purpose of this Document



This document outlines the CATIE Center’s plan for the 2018 GTC pilot program developed with partners, advisors, contractors, RSA, and other stakeholders for your feedback. It also notes some of the questions we still have. We look forward to your questions, input, and suggestions at the GTC Consortium Roundtable in Salt Lake City on December 1–2.



The Aim of GTC

The GTC program is designed to identify successful approaches to decrease the time between graduation and certification for novice interpreters. Originally proposed to prepare hearing interpreters working towards NIC certification, that focus has now broadened. After recommendations from our advisors to expand the program to include deaf interpreters, the RSA approved our request on August 11, 2017. Ritchie Bryant and Naomi Shenemann have agreed to coordinate a Think Tank for this development.

Application Process

Developed by Carol Patrie and Glenn Anderson and reviewed by the CATIE Team and several advisors, the application process will begin December 1, 2017 and run through January 7, 2018. It will all be facilitated through our website. Applicants will provide brief samples of their work,

including interpretations and essays demonstrating critical thinking. They will also provide three letters of reference and supporting documentation such as a resume and transcript.

Rater Selection & Training

Carol Patrie has developed a rater training process that will be available in Canvas Learning Management System. We are looking at the possibility of also providing this training on site in Salt Lake City on Saturday afternoon.

Participant Selection

The goal of the application is to select a diverse cross-section of applicants who meet the minimum acceptance standards and demonstrate a likelihood of completing the program. Given that we only have 14 slots in our pilot program in 2018, we recognize that we may have a much larger pool of candidates than we can accept. The final selection process will include consideration for diversity (racial, geographic, cultural, deaf/non-deaf, etc.) in the program.

Resources for Those Not Selected

Anyone who applies and is not selected will receive directions for how to access GTC resources that are available to the public as well as the opportunity to take part in online Body Language and VR workshops that will be a part of the GTC program (and available to other working interpreters). These workshops will be described in greater depth later in this document.

Comparison Group

We will have a comparison group of 14 individuals who will take all of the pre- and post-assessments, including the CASLI performance exam. All assessments will be paid for by GTC. However, they will only have access to the GTC program components that are accessible to the general public.

CORE Community of Practice

One of the requirements of the grant was to include Communities of Practice (CoP). Initially, the proposal was to support a community of practice for our participants. However, with input from advisors as well as the recommendations of Irma Kahle and Christopher Robinson, the CATIE Center has realized that we also need to have a Community of Practice that provides a core for all of the support personnel for our GTC participants. Using the Minority Interpreters Group as a model (a CoP originating in Boston, MA, which has 20+ years of experience), Christopher Robinson has drawn together a coalition of eight core members, active in their own local communities, to serve as the core for the GTC CoP, bringing a national lens to the practice of interpreting. This core group has already begun planning for 2018 when interpreting mentors, language coaches, and field induction supervisors will be welcomed into the community. Members include: Jonathan Webb, Damon Timm, Krystin Balzarini, Stephanie Clark, Regan Thibodeau, Robin Burgess-Mack, Yvans Cator Jr., and Dale Boam.

The CORE CoP is also designed to engage with other long-standing CoPs, as well as facilitate the creation of satellite CoPs that may continue on past the timeframe of the GTC program. We will provide the technical structure that makes this possible for people to continue these professional dialogues even after the CATIE Center is no longer supporting them.

Mentor Training

Because our participants may live anywhere in the nation, we will be training a cadre of interpreting mentors (both deaf and hearing) who will support the work of our participants. Rayni Plaster and Lorie Dutton are creating an online training for mentors, based on many of the resources that were developed in previous RSA cycles. The training provides resources for understanding mentoring relationships and supporting participants in their development.

The current plan for our pilot program is to have a cohort of 4-5 mentors who provide support to our 14 participants. We may have other mentors who take part in the initial training, but in terms of training mentors and coordinating mentoring services, we think that having a smaller team of mentors is more manageable.

Language Coach Training

We will be hiring language coaches to focus on language development and will be using the resource "Mentor to Mentor" as a training process. Created in 2002 by Albert Walla, we are working to update the resource that provides strategies, activities, and tips for deaf language coaches. This updated resource will also include more current evidence-based approaches, new video examples of coaching sessions and language coaches' reflections about the process.

As a note on language, we acknowledge that the term "mentor" can be used for working on language skills as well as interpreting. For clarity within our program, we will be using the term "coach" to mean a support person who focuses on language development.

Assessment

We will be conducting pre- and post-assessments as part of our evaluation of the GTC program. We intend to measure the interpreters' knowledge and skills in ASL, English, and interpreting, in addition to other key areas, such as intercultural competence, growth mindset, motivation, and self-efficacy. We plan to use some surveys and measures that are already in existence and develop other measures. Some of the existing measures we plan to use are: the *General Self-Efficacy Scale*, the *Work Extrinsic and Intrinsic Motivation Scale*, the *Intercultural Development Inventory*, the *Theories of Intelligence Scale*, and the ASPLI. We will also have a comparison group of interpreters who will take the same pre and post measures. So in addition to exploring if our GTC program participants demonstrate change in knowledge, skills, attitudes, etc, over the course of the program, we will compare their evaluation results to those of our GTC program comparison group, to help us further determine the extent to which the program is having an impact and in what ways.

Cognitive Reflection (CoRe) Activities

Betsy Winston is developing a framework for using Think Aloud Protocols for assessing and developing participants' critical thinking skills and reflection about their work. It will be used as a pre-and post-assessment and may also be incorporated at the mid-point of the program.

Orientation

Paula MacDonald and Doug Bowen-Bailey are designing an online orientation module that has three objectives:

1. establish a sense of community within the cohort;
2. orient participants to working with the technology we will use, particularly Canvas and GoReact; and
3. teach participants about the science of successful learning, introducing concepts such as retrieval, generation, desirable difficulties, growth mindset, and the illusion of mastery.

Service Learning

Cindy Volk is developing a guidebook for designing service learning projects. GTC is requiring 150 hours of service learning to meet the RSA requirement of "increasing the average number of hours that novice interpreters interact with and learn from the local deaf community" in the experiential learning program. In collaboration with their mentor, language coach, and CATIE Center staff, participants will identify service learning opportunities that will promote the development of their language and cultural competency.

Mentoring and Language Coaching

Participants will take part in weekly sessions focused on interpreting and language development with their mentor and language coach. In order to minimize the number of relationships that a novice interpreter has to navigate, we are recommending that the mentor serve as the primary relationship, akin to a case manager. We recognize that having an effective match is critical to building an effective relationship between participant and mentor.

Individual Development Plan

Anna Witter-Merithew has developed a series of modules focused on diagnostic and assessment for mentors; as well as how to understand and work with an assessment for participants. Along with the Cognitive Reflection activities from Betsy Winston, these modules will be integrated with the mentor training and form the foundation of Individual Development Planning process. Each participant will work with a mentor to identify patterns in their work, the areas offering the most opportunity for growth, and strategies and resources for professional development.

Online Repository

GTC is developing a searchable database of resources and activities that can be used in the mentoring and coaching relationships. Participants will be able to select particular competencies they are working on and have a variety of resources to choose from. Activities have been developed by Mark Halley, Roberto Santiago, Anna Witter-Merithew, Paula MacDonald, and Doug Bowen-Bailey. We are continuing to add to this resource and have the goal to create activities that facilitate use of previous RSA-sponsored materials.

NMIP Videos

As part of the repository, we worked with Mary Mooney to digitize masters of the videos created by the National Multicultural Interpreter Project so those are more readily accessible for use within our trainings as well as by interpreter education programs.

Situated/Authentic Interpreting

Based on input and research from Annette Miner and Holly Nelson with the VRS Interpreting Institute, we will seek to use as many authentic, low-risk interpreting opportunities as possible for the participants during the mentoring process.

Communities of Practice for Mentors and Coaches

(March–December)

Because of the need to work together effectively to support participant development, mentors and coaches will be included in the CORE Community of Practice. Here they will be welcomed into the conversation about issues critical to the interpreting field and will have the support to talk about any specific challenges in working with GTC participants. This will provide an opportunity for sharing effective practices and identifying new resources, as well as providing feedback to the CATIE Center team, including the evaluator, for what is effective and what potential changes might be recommended for exploring within the pilot and/or for Years 3 - 5.

Online Workshops (Body Language and VR Modules)

(April–August, Flexible Timing)

Doug Bowen-Bailey and Paula MacDonald will work on revising the Body Language modules that were created by the CATIE Center with previous RSA funding. Also, the VR infusion modules that were created by the NCIEC will be re-purposed to create an online learning module. They will be adapted to incorporate more of the evidence-based principles from *Make It Stick*.

These modules will be offered to a mixed group of novice interpreters and other working interpreters seeking professional development opportunities. This idea came from the feedback of VRSII School to Work alumni who stressed the importance of creating a professional development program designed for practitioners, that does not seem like a continuation of their interpreter education program.

Each GTC participant will be expected to complete at least one of these modules. Participants will have the option to do it in April–May or the summer. This flexibility is designed to accommodate participants who may still be finishing up their final semester of an interpreter education program.

On-Site Immersion Experience

(June 4–12)

For the pilot program in 2018, participants will travel to St. Catherine University in St. Paul for an immersion experience. In years 3, 4, and 5, this immersion experience will be held at a total of three locations. The GTC immersion will include the following elements:

- **Community building:** An opportunity for participants to interact in ASL with a variety of activities that foster both community cohesion and language development.
- **Translation lab:** Participants will work on translating English source material into ASL, under the supervision of experienced Deaf translators and hearing interpreters. GTC participants will be part of a translation team, and will contribute in varying ways, depending on the individual development plan and the needs of the team. The topics assigned for translation will connect with the objectives identified in Individual Development Plans. For example, if a participant has cultural competency as part of their identified needs, spoken English podcasts (with transcripts) that focus on topics such as implicit bias could be material to translate. Participants could also work on translations of content of interest or importance to Deaf communities, with final versions done by both Deaf translators and students. Different translation labs could also post translations of the same text, providing models of several appropriate and accurate translations. These resources may be incorporated into the online repository.
- **Authentic interpreting practice:** We will incorporate low-stakes situated interpreting experience with time will be built in for self-analysis, reflection and discussion with mentors.
- **Retrieval activities:** We will also do interleaving of activities to draw on material that was introduced in the orientation as well as the online language and interpreting modules that participants experienced from March–June 15.

The Immersion Experience will be developed in a modular format so that the curriculum/activities can be utilized by programs or agencies in whole or in part for either pre-service or in-service activities. A schedule of activities will be provided to the participants prior to arrival that will let them know what to expect, including times for reflection and renewal.

While there will only be one on-site experience in June, we will have another intensive week of online activities in August. This is an opportunity to follow-up on work done in June. Spacing out activities is a practice recommended by *Make It Stick* as a way to make learning more durable, so we will develop activities that are an extension of the on-site immersion experience that can be completed online with the support of mentors and coaches.

Supervisor Institute and Community of Practice

(June 4–November 21)

Irma Kahle is developing a Supervisor Institute for supervisors at the agencies where the GTC participants will engage in field induction. Following the principles of *Make It Stick*, supervisors will work through a series of modules over a six-month period, beginning in the summer and continuing through field induction in the fall. These modules are being developed collaboratively with the mentor training so participants can transition smoothly into interpreting within the structure of a specific agency. Concurrently, supervisors will be welcomed into the CORE Community of Practice where they will join mentors and language coaches in the national discussion and will have access to support from peers and colleagues.

Supervised Interpreting Placement

(September 4–November 21)

Led by Richard Laurion, the CATIE Center is developing a network of agencies who are interested in having a GTC participant placed with them to interpret with supervision. Once we identify where our participants are from, we will begin solidifying these options to provide a local placement for 20 hours per week for 12 weeks. Supervisors from those agencies, who have gone through the Supervisor Institute and are participating in a Community of Practice, will provide supervision and support for reflection and participant growth, in addition to the support from mentors and language coaches.

In the CATIE Center's original proposal, there is funding to provide support for participants to make the supervised interpreting placement more financially feasible. RSA is investigating how we can do this within RSA rules and regulations.

CASLI Test Preparation Module

(October 1–November 16)

An online preparation module will be designed to support novice interpreters in preparing for the CASLI performance exams. Much of this material will be interleaved in previous modules and the immersion experience, but it will be a way to revisit the material and incorporate spaced learning and retrieval practices. We are working with Lynne Wiesman to revise the modules she created for the NCIEC in the past. This development will take place in 2018.

Post-Assessments, CASLI Performance Exam, and Professional Development Plan

(November 26–December 14)

GTC participants and the comparison group will both complete a battery of post-assessments similar to the pre-assessments with the addition of the CASLI performance exam. Participants will

also meet with a mentor or CATIE staff person to develop a professional development plan based on the post-assessments.

In November, the CATIE Center will pay for the CASLI Performance Exam (NIC or CDI) for all GTC participants who have completed the program activities and the comparison group. A CATIE representative will meet with each person after they receive their CASLI test results.

Transition Ceremony

(December 18)

To formally conclude the program and transition participants into the next phase of their professional practice, we are exploring options for a transition ceremony. Ideas we are considering include gathering the participants together in an online space, and having an invited speaker welcome them into the next phase of their career.

Financial Considerations

In our first meeting with RSA and in our advisory process, concerns were raised about making this program affordable so it is accessible to participants from any economic background. Within the constraints of the grant, we are seeking to do that by offering financial assistance for travel to the on-site immersion and possibly some financial support during the supervised placement. We recognize it does not remove all the barriers and that some sacrifice will be needed on the part of GTC participants to benefit from all the components of the program.

The CATIE Center at St. Catherine University, Graduation to Certification project is funded by the US Department of Education, Rehabilitation Services Administration, #H160C160001.

Although the contents of this report were developed under a grant from the Department of Education, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.