Preparation Strategies for Classroom Interpreting

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Overarching Strategies:
1. Explore Bloom's Taxonomy to enhance your understanding of the ways in which teacher's structure learning environments
2. Identify the most common questions that the teacher's you work with that reflect the levels within Bloom's Taxonomy
3. Review the Curriculum Guides for the content being taught, attending to the outcomes for all learners
4. Ask the teacher about specific Individual Education Program goals for the deaf learner
5. Look for ways to increase the social and cultural capital for the deaf learner in the school – Deaf-centered curriculum projects ex: ASL poetry may be something the teacher never considered but would be open to adding with your suggestion
6. Have the student, if age appropriate, teach the teacher/class basic ASL signs for social interactions
7. Videotape your classroom work once a month; analyze your work and ask a colleague, ASL tutor, ASL instructor, etc. to comment on ASL prosody, in specifically pacing, completeness of ASL grammar, question forms, feedback phrases, and use of pauses/silences to allow for processing visually
8. Conduct a classroom audit of what can be interpreted, what can be interpreted with modifications and what cannot be interpreted. Share results with teacher to find solutions to make the environments and tasks more possible for the deaf learner to access the learning experience.
9. Create collaborative signals with the teacher for when you need the environment to be modified and note how many times they need to be used in order to inform your collaborative preparation with the teacher (e.g. slow down, repeat something or reshow board examples, etc.)

Specific Content/Instructional Strategies
1. Talk with teacher about instruction strategies and approaches she will use for the week/day; record those in your preparation notebook
2. Review the content/curricula prep materials creating a mind map, moving from passive preparation to active preparation
3. Create your own version of summarizing the content from your mind map into ASL
4. Perform Think Aloud Protocols on material that you can preview such as movies. This can help identify areas that you may want to research more and

the ways in which your background knowledge can support a more effective interpretation.

5. Check with Deaf teachers and/or ASL consultants and/or web-based resources on language framing for specific concept that you are unfamiliar with

6. Practice ASL versions for asking metacognitive questions and for scaffolding techniques and compare them to master teachers who offer direct instruction

7. Note the ways in which the teacher engages learners both individually, and in groups. Do you have similar strategies in ASL to represent the classroom "offers"?

8. Develop ten ways in ASL to represent the positive feedback phrases used by the teacher; note when you can use two handed options for modelling content on one hand and offering group feedback on the other hand.

9. Examine where you may have to consciously omit something in order to complete concepts; is there a pattern to your omissions? (E.g. multiple examples, when deaf student has an answer at the same time as other students are talking, or feedback for entire group, or side comments of students, etc.) Have a notebook near to tag those moments. How can your bring those to the attention of the teacher, so that she can help ensure the student has a more equitable experience, for example, reduce the number of students speaking at one time, or individually review content missed with the student, or a peer provides the information to the deaf student, or you review the examples with the student?

10. Determine when you may need to use consecutive interpreting, pausing the teacher to allow for the interpretation to be completed (ex: demonstrations with instructions; any dual attention task, etc.)

11. Note the discourse markers that are used by the teacher to mark summarizing sections, or topic or activity transitions, or to contrast perspectives, and adopt ASL discourse markers that can match.