South Carolina
EDUCATIONAL INTERPRETING CENTER

Annual Report

(Y3 2023-2024)

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PROGRAM OVERVIEW & HIGHLIGHTS

Clemson University and its partner at the South Carolina State Department of Education manage the South Carolina Educational Interpreting Center (SCEIC) at the University Center in Greenville, South Carolina. The SCEIC provides national performance and knowledge assessments, mentoring and educational opportunities for South Carolina Educational Interpreters.   This annual report details the SCEIC outputs and outcomes for Educational Interpreters in the state for the 2023-2024 funding year (Year 3). The work of the SCEIC noted the following 2023-2024 highlights among Educational Interpreters across the state:

- **89 active full-time Educational Interpreter SCEIC participants**
  - **118 census of full-time Educational Interpreters**
- **21 EIPA interpreting exams administered** in 2023-2024
  - Awaiting 21 sets of EIPA results
  - 89% of SCEIC participants have taken an EIPA examination
- **Statewide mean on the EIPA: 3.5**
- **60% pass rate** for Educational Interpreters who took the **EIPA: Written Test (WT)** in 2023-2024
  - Five EIPA: WT examinations proctored in 2023-2024
  - **60% of Educational Interpreter participants have passed the EIPA: WT**
- **42 Educational Interpreter attendees at education sessions** (some Educational Interpreters attended multiple education sessions)
  - **Offered 140 hours of professional development**
- **78 hours of direct mentoring services** provided to 10 Educational Interpreters
  - **147 participants in Community of Practice symposia** (some Educational Interpreters participated in multiple symposia)
- Provided technical assistance to the OSES and various school districts throughout South Carolina

EDUCATIONAL INTERPRETER CENSUS

As Educational Interpreters are included in the provision of related service personnel (Individuals with Disabilities Education Improvement Act, 2004), many State Education Agencies have gradually shifted toward ensuring that Educational Interpreters are highly qualified (Johnson, Brown, Taylor & Austin, 2014) by using the Educational Interpreter Performance Assessment (EIPA) to determine if an interpreter is highly qualified for working in classrooms with children who are deaf and hard-of-hearing (Schick & Williams, 2004).

The EIPA is a nationally recognized, psychometrically valid and reliable instrument, specifically designed to evaluate the two-way aspects of interpreting necessary to support language and cognitive development in elementary and secondary classroom settings (Schick & Williams, 1999, 2001). Educational Interpreter's samples are assessed using a standard Likert scale from zero (no skills) to five (advanced) against 38 specific competencies across four major domain areas including:

Sign to Voice: Interpreting a series of classroom lectures

Voice to Sign: Interpreting an interview with a student who is deaf or hard-of-hearing

Vocabulary: Assessment of the vocabulary, fingerspelling, and number production reception

Overall Factors: Assessment of the overall factors within the interpreted product

Profiles of performance expectations for Educational Interpreters functioning at various levels can be found in Appendix A. An examination of these profiles confirms that an

Educational Interpreter with a skill profile around 3.0 or 3.5 is still not providing complete access to the information being conveyed. *In fact, Cates and Delkamiller (2021) find Deaf students are unable to provide evidence of any learning with an Educational Interpreter at an EIPA 3.0 level.* Schick & Williams (2004) report that such interpreters are making numerous errors, omissions, and distortions in their interpretation. Typically, these errors occur throughout the interpretation; the interpreter does not simply represent the most important information, omitting only what is less important. Basically, a child who has an interpreter functioning at this level is not receiving the same information as his or her hearing peers (Schick & Williams, 2004, p. 192).

According to the [National Association of Interpreters in Education](#), South Carolina is one of five states with no minimum EIPA credential requirement. In other words, 90% of states already have a minimum credential requirement to work as an Educational Interpreter. Five states (10%) only require an EIPA 3.0 as the minimum competency standard which *negates a Deaf child receiving a Free Appropriate Public Education (FAPE) if they are unable to access the curriculum due to persistently poor interpreting (Cates & Delkamiller, 2021).* Twenty-two states require a minimum of EIPA 3.5, 14 states require a minimum EIPA 4.0, and four states require national certifications only. Table 1 summarizes these findings:

EIPA Level	States
EIPA 3.0	AR, AL, LA, MS, NJ
EIPA 3.5	AZ, CO, GA, HI, IA, ID, IL, IN, MA, MT, NH, NC, ND, OK, OR, PA, SD, TN, VA, WI, WV, WY
EIPA 4.0	AK, CA, DE, KS, KY, MI, MN, MO, NE, NV, NM, RI, UT, WA
National Cert Only	CT, ME, OH, TX
No Requirements	FL, MD, NY, SC, VT

Table 1. National minimum EIPA scores for credentialing of educational interpreters

In April 2024, the SCEIC conducted a targeted direct outreach to 70 Special Education Directors to determine the number of full-time Educational Interpreters employed in their respective school districts. Self-reported data collected from South Carolina school districts, indicate there were approximately 118 Educational Interpreters serving Deaf students across South Carolina. The following school districts report employing Educational Interpreters: Aiken, Anderson 1, Anderson 5, Beaufort, Berkeley, Charleston, Darlington, Dorchester 2, Georgetown, Greenville, Horry, Kershaw, Lexington 1, Lexington 5, Oconee, Pickens, Richland 1, Richland 2, Spartanburg 2, Spartanburg 6, Sumter, Williamsburg, York 1, York 2, York 3, and York 4. Figure 1 provides a general snapshot where Educational Interpreters are working – note white indicates no Educational Interpreters work in those districts and dark grey indicates more than four interpreters for a school district.

Figure 1. South Carolina school districts employing Educational Interpreters

Of those, 118 Educational Interpreters, 89 are actively registered with the SCEIC. This means there are 29 Educational Interpreters (25%) employed in South Carolina school districts who have not voluntarily registered with the SCEIC and are not captured in the census collection as we have no detailed record of them et cetera.

Of the 89 SCEIC active Educational Interpreters, 10 (11%) have not taken any type of assessment, and 11 (12%) have scored below an EIPA 3.0 and are assigned to the Orange group. Conversely, 22 (25%) of South Carolina's Educational Interpreters have scored between 3.0-3.4 on the EIPA (assigned as the Green group), and 35 (40%) are assigned to the Blue group as they had achieved between EIPA 3.5-3.9. Eleven Educational Interpreters (12%) have achieved an EIPA 4.0 or above or achieved national certification and are assigned to the Purple group. Figure 3 (page 12) indicates each population cluster by EIPA score.

In terms of education levels, of the 89 registered with SCEIC Educational Interpreters, 63 (71%) have a post-secondary degree. Table 2 provides more detail.

Education Level	Number of Educational Interpreters
Hight school diploma/GED	29%
Associate's degree	18%
Baccalaureate degree	53%

Table 2. Education levels of Educational Interpreters

Based on group assignment the Figure 2 outlines the services provided to each color grouping.
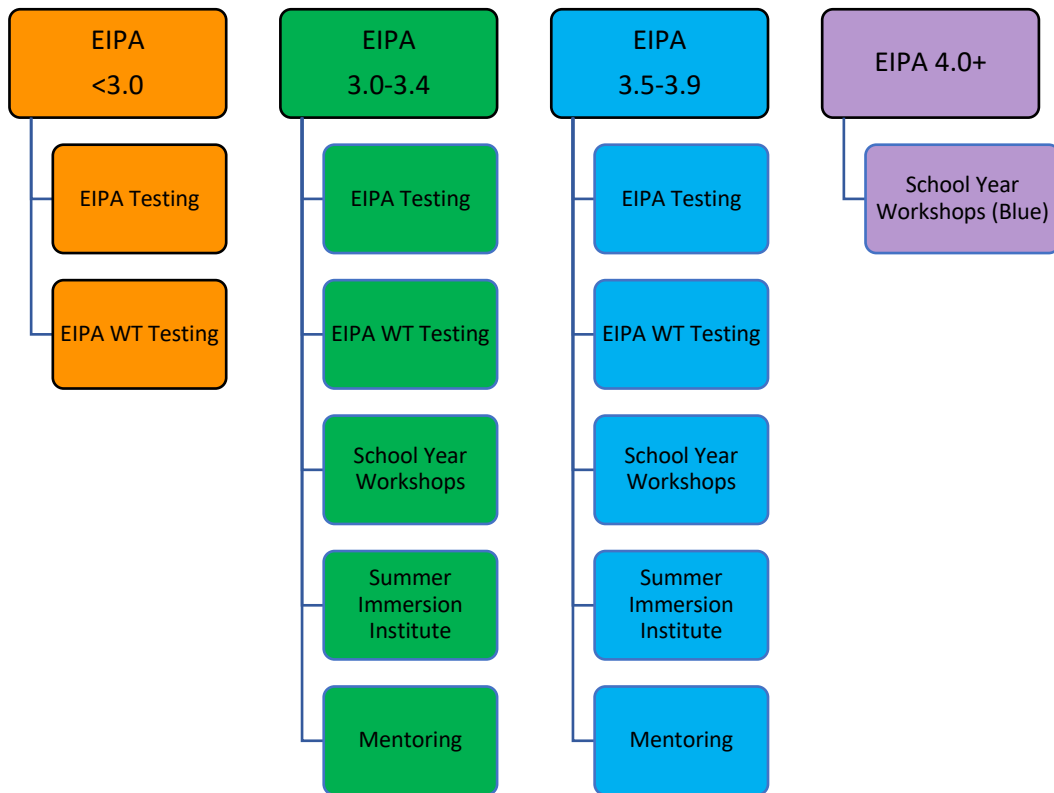
Figure 2. Tier services

EDUCATIONAL INTERPRETER ASSESSMENTS

EIPA Performance Assessment

Of the 89 active Educational Interpreter participants in the SCEIC, ten

Educational Interpreters have no EIPA score (11%) while 11 (12%) earned an EIPA score

below 3.0. The SCEIC remains concerned many school districts continue to advertise

positions with no minimum interpreting competencies in their advertisements (or some

at a very low requirement such as an EIPA 2.5). *And it appears many districts continue*

to hire individuals without requiring them to have any interpreting credential before

employment.

The SCEIC also found 22 (25%) of South Carolina's Educational Interpreters scored between 3.0-3.4 with the EIPA, 35 (39%) had achieved above an EIPA 3.5 and 11 were considered highly qualified (12%) having achieved an EIPA 4.0+. **Although the active registered Educational Interpreters has declined, this trajectory indicates registered Educational Interpreters are improving their competencies**. These data mirror national data (Johnson, Brown, Taylor & Austin, 2014) reported between 2009-2014, 16% of Educational Interpreters across the country were achieving less than an EIPA 3.0; 42% between EIPA 3.0-3.4, and 40% at or above an EIPA 3.5. Table 3 summarizes these findings and contrasts the SCEIC scores from 2017-2024.

National versus South Carolina EIPA Results of Educational Interpreters

	National	South Carolina					
	2014	2017	2018	2019	2020	2023	2024
No Test		19%	23%	13%	9%	22%	11%
EIPA: <3.0*	16%	20%	20%	12%	8%	13%	12%
EIPA: 3.0-3.4	42%	23%	29%	34%	40%	24%	25%
EIPA: 3.5-3.9	40%	17%	19%	34%	31%	27%	39%
EIPA: 4.0+		21%	9%	7%	12%	14%	12%
Population Size	8,680	101	116	112	130	93	89

Table 3. National versus South Carolina EIPA Results of Educational Interpreters

To combat the number of Educational Interpreters without assessment scores, the SCEIC directly reached out to individual Special Educational Directors and Educational Interpreters on three occasions throughout the 2023-2024 academic year. The SCEIC made available over 105 testing opportunities yet, despite testing being of

no cost to the district or the Educational Interpreter, only 21 of the EIPA testing slots were used (20%).

All 21 Educational Interpreters that took an EIPA assessment in 2023-2024 are awaiting their EIPA results from the EIPA Diagnostic Center. With the EIPA results we currently have, the **statewide mean on the EIPA examination is 3.5**. Again, it warrants noting many of the full-time Educational Interpreter population has not registered with the SCEIC, therefore we are unsure on their performance score. Additionally, 23% of registered Educational Interpreters have either not tested or scored below an EIPA 3.0. Such individuals are not able to provide a Free and Appropriate Public Education (FAPE) (Cates & Delkamiller, 2021). Figure 3 indicates each population cluster by EIPA score.

2023-2024
EIPA SCORE DISTRIBUTION
n=89

Not Tested (10) 11%

4.0+ (11) 12%

<3.0 (11) 12%
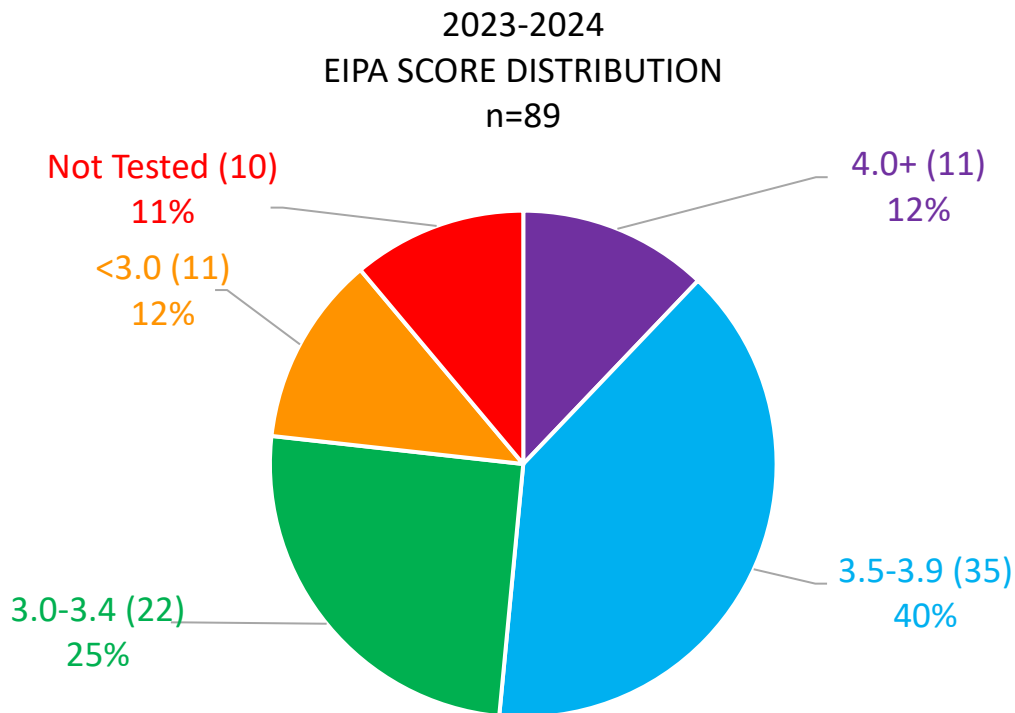
3.0-3.4 (22) 25%

3.5-3.9 (35) 40%

Figure 3. Percentage of population assigned to each tier

To examine the specific professional development needs of Educational Interpreters, the SCEIC has detailed the mean score for each competency. The EIPA Diagnostic Center reports the skills development of Educational Interpreters generally follows a typical route. The SCEIC note the same factors in these data which also directly align with the foundational assignment of interpreters into each Tier group.   The Diagnostic Center's notation of skill development is outlined in Table 4 with the earliest developed skills appearing at the top with the later, more refined skills, appearing at the bottom.

EIPA Diagnostic Center Attribution of Skill Development Order by SCEIC Tier

Tier Color	Competencies	Tier Focal Point
Green	Vocabulary development	<3.0
Green	Basic affect	<3.0
Green	Simple question forms	<3.0
Green + Blue	Simple spatial placements	3.0-3.4
Green + Blue	Complex grammar	3.0-3.4
Green + Blue	Complex use of space	3.0-3.4
Green + Blue	Speaker/narrative shifts	3.0-3.9
Blue	Non-manual markers	3.5-3.9
Blue	Overall content efficacy	3.5-3.9
Blue	Discourse mapping/cohesion	3.5-3.9

Table 4. EIPA Diagnostic Center Attribution of Skill Development Order

Note the earliest series of skills are language relevant while the mid-to later skills are interpreting and meaning transfer related. The sum of these data is used to target which topics to address in professional development sessions this academic year. Table 5 specifies the 2023-2024 statewide score contrasted with the 2020 score in each competency. This indicates the general developmental growth during this funding cycle of the SCEIC.

Roman I assesses an interpreter's skills at transferring meaning from English to Sign whereas Roman II examines an interpreter's skills at transferring meaning from Sign to English.

Roman III determines whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings and Roman IV (the last series of skills to develop) evaluates the overall transfer of meaning between languages and the efficacy of the interpretation.

State EIPA Competency Scores

Domain	Competency	2020 Mean	2023 Mean	2024 Mean	Mean Change
ROMAN I	A. Stress Important Words	3.2	3.2	3.2	0.0
	B. Affect/Emotions	3.3	3.3	3.3	0.0
	C. Register	2.9	2.9	3.0	0.1
	D. Sentence Boundaries	3.4	3.5	3.5	0.1
	E. Boundaries Indicated	3.2	3.3	3.4	0.2
	F. Non-Manual Markers	2.5	2.6	2.8	0.3
	G. Verb Directionality/Pronominalization	3.1	3.4	3.5	0.4
	H. Comparison/Contrast	2.7	3.0	3.0	0.3
	I. Classifiers	2.4	2.8	2.9	0.5
	J. Grammar	2.8	3.1	3.1	0.3
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a
	L. Mouthing	4.5	4.8	4.9	0.4
ROMAN I MEAN		3.1	3.3	3.3	0.2
ROMAN II	A. Signs (Recognition)	3.1	3.3	3.4	0.3
	B. Fingerspelling/Numbers	2.4	2.7	2.7	0.3
	C. Register	2.8	2.9	3.0	0.2
	D. Non-Manual Markers	2.5	2.6	2.6	0.1
	E. Rate, Rhythm, Fluency	3.0	3.2	3.2	0.2
	F. Sentence/Clausal Boundaries	2.9	3.0	3.1	0.2
	G. Sentence Types	2.7	2.9	3.0	0.3
	H. Emphasize Important Words	2.7	2.8	2.9	0.2
	I. English Word Selection	2.8	3.1	3.1	0.3
	J. No Extraneous Sounds	2.7	3.0	3.1	0.4
ROMAN II MEAN		2.8	3.0	3.0	0.2
ROMAN III	A. Amount of Sign Vocabulary	4.5	4.9	4.9	0.4
	B. Signs Made Correctly	4.4	4.6	4.7	0.3
	C. Fluency	4.9	4.6	4.6	(0.3)
	D. Vocabulary Consistent with System	4.2	4.6	4.7	0.5
	E. Key Vocabulary Represented	3.1	3.2	3.4	0.3
	F. Fingerspelling Production	4.0	4.5	4.4	0.4

	G. Spelled Correctly	4.1	4.6	4.7	0.6
	H. Appropriate Use of Fingerspelling	3.0	2.9	3.1	0.1
	I. Numbers	4.7	4.9	4.9	0.2
ROMAN III MEAN		4.1	4.3	4.4	0.3
ROMAN IV	A. Eye Contact	3.2	3.4	3.4	0.2
	B. Whole English to Sign	2.8	3.0	3.1	0.3
	C. Whole Sign to English	2.6	2.8	2.9	0.3
	D. Decalage English to Sign	2.7	2.8	2.9	0.2
	E. Decalage Sign to English	2.5	2.7	2.8	0.3
	F. Principles of Discourse Mapping	1.8	1.8	2.0	0.2
	G. Indicating Who Speaking	2.8	3.2	3.2	0.4
ROMAN IV MEAN		2.6	2.8	2.9	0.3

Table 5. State EIPA Competency Scores

The statewide results where Domain I was a higher scoring domain when contrasted with Domain II. This follows the national trend and is indicative of most Educational Interpreters' working from English to Sign. Domain IV is the lowest scoring domain as it is the overall efficacy of an interpretation and are the final interpreting competency sets to be developed. What is also reflective of national data is Domain III, Vocabulary scoring as the highest domain and following the principles of discourse mapping is the lowest scoring specific competency.

EIPA Written Assessments

Educational Interpreters must also be knowledgeable about their role, responsibilities, educational theory, the impact of an interpreted education on the student and their obligations as members of the education team (Patrie & Taylor, 2008; Fitzmaurice, 2021a, 2021b). Further, Educational Interpreters should also know information about language development, reading, child development, the IEP process, hearing loss and hearing aids, Deaf culture, signed language, professional ethics, linguistics, and interpreting (Schick & Williams, 2004, p. 194). To

assess this knowledge, essential to working with children, Schick, with the assistance of a variety of experts in the field, created the Educational Interpreter Performance Assessment: Written Test (EIPA: WT).

Validity evidence for the EIPA: WT stems from content analyses and consists of 176 questions addressing information Educational Interpreters should know in the following core domain areas: (a) Child Language Development, (b) Culture, (c) Education, (d) English, (e) Interpreting, (f) Linguistics, (g) Literacy & Tutoring, (h) Professionalism and (i) Technology. The EIPA: WT no longer releases scores in specific domains. A score of 75% or above is required to pass the EIPA: WT.

According to the National Association of Interpreters in Education, 44% of states that require minimum performance competencies for Educational Interpreters also require the EIPA:WT. In the 2023-2024 academic year, the SCIEC provided a total of 40 EIPA: WT testing spots yet only five EIPA: WT tests were administered (12%). To date, only 60% of full-time South Carolina Educational Interpreters have passed the EIPA: WT. Table 6 represents the passing percentage of Educational Interpreters taking the EIPA: WT that academic year.

EIPA: WT passing percentage by year

	2017	2018	2019	2020	2023	2024
	Pass %	Pass %	Pass %	Pass %	Pass %	Pass %
TOTAL	76%	55%	81%	75%	86%	60%

Table 6. EIPA: WT Testing by Year

EDUCATION

The SCEIC hosted a weeklong summer immersion and **12 professional development**

opportunities for Educational Interpreters totaling 140 hours of professional development.

Unfortunately, three sessions were canceled due to presenter illness or inclement weather and

flooding. **These education sessions had 42 Educational Interpreter attendees.** Learning

objectives for the 2023-2024 education sessions were selected based on SCEIC EIPA results

from 2022-2023 the last complete dataset.   These objectives also aligned with the national

empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz,

2005; Brown & Schick, 2011; Patrie & Taylor, 2008). In all, the SCEIC coordinated statewide

registration, attendance records, and participant summative assessments for each educational

session.

Performance Competencies Addressed in Education Sessions

Using both SCEIC Educational Interpreter EIPA testing data paired with national

empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz,

2005; Brown & Schick, 2011; Patrie & Taylor, 2008) the SCEIC addressed the following

competencies in education sessions. Table 7 identifies the state mean in each performance

competency and the number of educational/mentoring sessions in the 2023-2024 academic

year that addressed each specific competency.

EIPA Competencies and Education/Mentoring Sessions Addressing the Competency				
DOMAIN		COMPETENCY	2024 MEAN	COMPETENCY
ROMAN I	A	Stress Important Words	3.2	*////*
	B	Affect/Emotions	3.3	*//*
	C	Register	3.0	
	D	Sentence Boundaries	3.5	*//*
	E	Boundaries Indicated	3.4	*////*
	F	Non-Manual Markers	2.8	
	G	Verb Directional/Pronominalization	3.5	
	H	Comparison/Contrast	3.0	*//*

	I	Classifiers	2.9	//// //// /
	J	Grammar	3.1	//
	K	Eng. Morphological Marking	n/a	
	L	Mouthing	4.9	
ROMAN II	A	Signs	3.4	//// //// //// ///
	B	Fingerspelling/Numbers	2.7	//// //// //// ////
	C	Register	3.0	//// //// //// ///
	D	Non-Manual Behaviors	2.6	//// //// //// //// //// /
	E	Rate, Rhythm, Fluency	3.2	//// //// //// ///
	F	Sentence/clause Boundaries	3.1	//// //// //// ////
	G	Sentence Types	3.0	//// //// //// ////
	H	Emphasize Important Words	2.9	
	I	English Word Selection	3.1	
	J	No Extraneous Sounds	3.1	
ROMAN III	A	Amt Sign Vocabulary	4.9	//// //// //// //// //// ///
	B	Signs Made Correctly	4.7	//// //// //// //// //// ///
	C	Fluency	4.6	//// //// //// //// //// ///
	D	Vocab with System	4.7	//
	E	Key Vocab Represented	3.4	////
	F	F/S Production	4.4	////
	G	Spelled Correctly	4.7	//
	H	App Use of Fingerspelling	3.1	//
	I	Numbers	4.9	//
ROMAN IV	A	Eye Contact	3.4	
	B	Whole V-S	3.1	//// /
	C	Whole S-V	2.9	/
	D	Decalage V-S	2.8	////
	E	Decalage S-V	2.8	
	F	Principles of Discourse Mapping	2.0	//
	G	Who Speaking	3.2	

Table 7. EIPA Competencies & Education Sessions Addressing Competencies

Education Session Attendance

The number of Educational Interpreters attending each 2023-2024 SCEIC event is

detailed in Table 8.

2023-2024 Education Session Attendance				
Date	Hours	Topic	Tier	Attendance
16-21 July 2023	38	Summer Immersion	Green	8
	38	Summer Immersion	Blue	5
09 September 2023	8	Message Management and Processing I	Green	3
	8	Message Management and Processing I	Blue	2
07 October 2023	8	Message Management and Processing II	Green	3
	8	Message Management and Processing II	Blue	5
18 November 2023	8	Classifiers Predicates I	Green	5
	-	Classifiers Predicates I (Cancelled)	Blue	
20 January 2024	-	Classifiers Predicates II (Cancelled)	Green	
	8	Classifiers Predicates II	Blue	4
17 February 2024	8	Fingerspelling I	Green	4
	8	Fingerspelling I	Blue	3
09 March 2024	-	Fingerspelling II (Inclement Weather)	Green	
	-	Fingerspelling II (Inclement Weather)	Blue	
TOTAL	140 hours of professional development			42

Table 8. Education Sessions Attendance

Green Education Sessions (EIPA 3.0-3.4)

Green Tier II Educational Interpreters have scored between 3.0-3.4 on the EIPA demonstrating they have emergent interpreting skills. Sessions for this population focus on strengthening nascent interpreting skills. At present, the Green Tier II population comprises 25% of the Educational Interpreters registered with the SCEIC.

17 July 2023
Clemson University Immersion
Classifier Handshape Movement Types
Wink Smith

Classifiers are categorized in different ways. This workshop took a different approach and looked at classifiers as handshapes that are combined with a movement type that construes different parts of a scene. This session the Educational Interpreters studied the meaning of these movement types and when they are usually deployed in discourse. We also

discussed how the eye plays a role in classifier usage and how classifiers are different from

directional verbs.

Competencies:
    I I: Classifiers
    III A: Amt of Sign Vocabulary
    III B: Signs Made Correctly
    III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.83
3. The session had clearly stated objectives:	4.67
4. The AV materials were supportive of the subject matter:	4.83
5. My trainer communicated a clear understanding of course content:	4.83
6. My trainer(s) helped me apply theory to solve problems:	4.83
7. The instructional level of this session met my expectations	4.83
8. The trainer addressed my needs to my satisfaction	4.83
9. I will incorporate the skills gained from this session into my work:	4.83
10. This session will contribute to my professional growth:	4.83
11. This session will motivate me to seek further continuing education:	4.67
12. This session was outstanding:	4.83

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17 July 2023

Clemson University Immersion

Reframing Depiction: Construction Action, Dialogue, Surrogation, and the Like

Wink Smith

Metzger (1995) observed in the early days of sign language linguistic research that,

"there seems to be general agreement that signers use their body, head, and eye gaze to

report the actions, thoughts, words, and expressions of characters within the discourse"

(p.256). However, these bodily actions didn't come with a standardized name. Some called

them gestures, pantomime, and role shifting, among other things. Metzger (1995) settled on

the term constructed action due to Tannen's 1986 typology of constructed dialogues.

Constructed actions are the perceived actions that one attempts to recreate in space, however, they also may be fabricated actions from the signer's mind. Nevertheless, the actions are construed in the signer's mind for encoding using constructed action.

Dialogue is said to be a type of constructed action, and surrogation is often used as a more general term for both. But does the body always depict actions? Or is there another layer involved? This workshop is designed to demonstrate the body's role in ASL depiction. In addition, useful techniques will be proposed to answer such questions as: who should be surrogated, what are the types of surrogation, and how does personification play a role?

Competencies
I I:	Classifiers
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.83
3. The session had clearly stated objectives:	4.67
4. The AV materials were supportive of the subject matter:	4.83
5. My trainer communicated a clear understanding of course content:	4.83
6. My trainer(s) helped me apply theory to solve problems:	4.83
7. The instructional level of this session met my expectations	4.83
8. The trainer addressed my needs to my satisfaction	4.83
9. I will incorporate the skills gained from this session into my work:	4.83
10. This session will contribute to my professional growth:	4.83
11. This session will motivate me to seek further continuing education:	4.67
12. This session was outstanding:	4.83

17 July 2023
Clemson University Immersion
Depicting with Classifiers and Constructed Action in the Classroom
Wink Smith

This workshop applied what we had learned throughout the day. Participants were guided with educational discourse to determine depiction opportunities within it. We discussed the depiction type that can be used to modify depiction or use an alternative one. We also discussed how to do text analysis with the specific goal of identifying areas where there are opportunities to use depiction.

Competencies
I I: Classifiers
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.75
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.50
4. The AV materials were supportive of the subject matter:	4.75
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.50
7. The instructional level of this session met my expectations	4.75
8. The trainer addressed my needs to my satisfaction	4.75
9. I will incorporate the skills gained from this session into my work:	4.75
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

18 July 2023
Clemson University Immersion
Creating Classifiers
Crom Saunders

This workshop was discussion led with development applied. Attendees were taught how to create new classifiers for new images, along with the importance of variety beyond standard classifiers taught in ASL classes. Acquiring fluency in ASL requires the ability to

create new classifiers that are syntactically correct, and the meaning of these new classifiers

clearly conveyed. Participants were also taught models for classifier creation opportunities,

how to think in 3-D and a greater understanding of classifier use. Lastly, we focused on how

to describe actions and objects without using standard ASL vocabulary or reliance on PSE.

Competencies:
        I I: Classifiers
        III A: Amt of Sign Vocabulary
        III B: Signs Made Correctly
        III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	4.67
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.67
7. The instructional level of this session met my expectations	4.67
8. The trainer addressed my needs to my satisfaction	4.67
9. I will incorporate the skills gained from this session into my work:	4.67
10. This session will contribute to my professional growth:	4.67
11. This session will motivate me to seek further continuing education:	4.67
12. This session was outstanding:	4.67

18 July 2023
Clemson University Immersion
Making Faces
Crom Saunders

The study of ASL grammar is more than sign vocabulary and placement. The focus of

this study is the use of facial expressions/mouthing morphemes as a key linguistic tool in

translating from English to ASL and vice versa, with lots of practice in facial exercises.

Competencies:
        I F: Non-Manual Markers

II D: Non-Manual Behaviors
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	4.67
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.67
7. The instructional level of this session met my expectations	4.67
8. The trainer addressed my needs to my satisfaction	4.67
9. I will incorporate the skills gained from this session into my work:	4.67
10. This session will contribute to my professional growth:	4.67
11. This session will motivate me to seek further continuing education:	4.67
12. This session was outstanding:	5.00

18 July 2023
Clemson University Immersion
Handy Tools for Talking Hands
Crom Saunders

ASL is a visual language and requires the capability to visualize discourse in a non-linear, 3-D space, involving shifts in time, perspective, and dialogue/narrative roles. Doing a narrative in ASL requires a working knowledge of ASL linguistic features. This session reviewed and expanded on features of ASL linguistics with cultural and storytelling potential. These are skills are applied to everyday ASL conversations or to interpreting situations in nearly every context. We focused on going beyond vocabulary and classifiers/constructed action.

Competencies:
I D: Sentence/Clausal Boundaries

I F:	Non-Manual Markers
II D:	Non-Manual Behaviors
II F:	Sentence Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	4.60
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

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18 July 2023

Clemson University Immersion

The Impact of an Interpreted Education

Deaf Student Narrative

Participants learned first-hand the experience of Deaf adults as they shared their

stories growing up in an interpreted education setting. This is the impact and rewards of our

work.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency

II F: Sentence/Clausal Boundaries
II G: Sentence Types
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.75
2. The session built an understanding of concepts and principles:	4.83
3. The session had clearly stated objectives:	4.75
4. The AV materials were supportive of the subject matter:	4.75
5. My trainer communicated a clear understanding of course content:	4.83
6. My trainer(s) helped me apply theory to solve problems:	4.41
7. The instructional level of this session met my expectations	4.66
8. The trainer addressed my needs to my satisfaction	4.66
9. I will incorporate the skills gained from this session into my work:	4.58
10. This session will contribute to my professional growth:	4.75
11. This session will motivate me to seek further continuing education:	4.66
12. This session was outstanding:	4.66

19 July 2023
Clemson University Immersion
Compare & Contrast: The Use of Space
Stephen Fitzmaurice

In American Sign Language the effective use of space is vital to producing text that are clear, comprehensible, and easy to follow. Spatial placements create intertextual cohesion and use of spatial shifts to indicate transitional markers. The use of space influences discourse patterns of comparison and contrast, sequencing and cause and effect. Spatial organization shifts throughout a discourse and is marked along three axes. This session addressed all these factors, and the participants learned the rules of spatial placement while employing effective use of space, (including classifier predicates and depiction) and body shifting.

Competencies:

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I H:     Comparison/Contrast
I J:     Grammar
II A:    Signs
II B:    Fingerspelling and Numbers
II C:    Register
II D:    Non-Manual Behaviors
II E:    Rate, Rhythm, Fluency
II F:    Sentence/Clausal Boundaries
II G:    Sentence Types
III A:   Amt of Sign Vocabulary
III B:   Signs Made Correctly
III C:   Fluency
III D:   Vocabulary Consistent with System
IV F:    Principles of Discourse Mapping
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Session Evaluation:

1. The session was well prepared for and organized:	4.90
2. The session built an understanding of concepts and principles:	4.90
3. The session had clearly stated objectives:	4.81
4. The AV materials were supportive of the subject matter:	4.72
5. My trainer communicated a clear understanding of course content:	4.90
6. My trainer(s) helped me apply theory to solve problems:	4.81
7. The instructional level of this session met my expectations	4.72
8. The trainer addressed my needs to my satisfaction	4.72
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.72
12. This session was outstanding:	4.90

19 July 2023

Clemson University Immersion

Tip of the Iceberg Linguistics

Stephen Fitzmaurice

This session is designed to assist Educational Interpreters with basic linguistic

principles in American Sign Language as outlined on the EIPA performance and written

assessments. By employing a metalingistic approach to languages, Educational Interpreters

are better equipped to apply linguistically appropriate interpretations, discuss the linguistics

of ASL, and to successfully navigate the linguistics portion of the EIPA Assessment: Written

Test (EIPA WT). Application and discussion will focus on what linguistics encompasses.

Language function, linguistic terminology, variation and the holistic rules of language.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.85
2. The session built an understanding of concepts and principles:	4.85
3. The session had clearly stated objectives:	4.85
4. The AV materials were supportive of the subject matter:	4.85
5. My trainer communicated a clear understanding of course content:	4.85
6. My trainer(s) helped me apply theory to solve problems:	4.85
7. The instructional level of this session met my expectations	4.85
8. The trainer addressed my needs to my satisfaction	4.85
9. I will incorporate the skills gained from this session into my work:	4.85
10. This session will contribute to my professional growth:	4.85
11. This session will motivate me to seek further continuing education:	4.85
12. This session was outstanding:	5.00

19 July 2023
Clemson University Immersion
Classifier & Depiction Application
Bo Clements

Participants journeyed across the campus in a practical application of classifier, depiction, use of space, visual discourse, descriptions of action and objects while simultaneously creating an ASL narrative. This was a practical way of learning to interpret field trips.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.75
4. The AV materials were supportive of the subject matter:	4.25
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

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20 July 2023
Clemson University Immersion
The IEP Blues
Jennifer Place-Lewis

This workshop focused on explaining the role of an Educational Interpreter at an IEP meeting, understanding IEPs, and how to implement evaluations/formal and informal. Lastly, the session focused on what an IEP meeting ultimately means for children and their academic access.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.71
4. The AV materials were supportive of the subject matter:	4.85
5. My trainer communicated a clear understanding of course content:	4.85
6. My trainer(s) helped me apply theory to solve problems:	4.71
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.85
10. This session will contribute to my professional growth:	4.85
11. This session will motivate me to seek further continuing education:	4.71
12. This session was outstanding:	4.85

20 July 2023
Clemson University Immersion
Your IEP Input
Jennifer Place-Lewis

Throughout this workshop Educational Interpreters focused on breaking down the IEP, finding ways to fully implement its intent while keeping in mind the deaf student's current levels of performance and aiming for their future goals.

While looking at examples of IEP's Educational Interpreters sought our areas of improvement where deaf children would ultimately benefit from a more content driven, clearer stated plan with modified expectations resulting in a more robust IEP. Learning tools such as decision-making processes, checklist and summary pages, Educational Interpreters will be empowered to begin the process of sharing their knowledge with the greater IEP team.

Competencies:
- II A: Signs
- II B: Fingerspelling and Numbers
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.71
4. The AV materials were supportive of the subject matter:	4.85
5. My trainer communicated a clear understanding of course content:	4.85
6. My trainer(s) helped me apply theory to solve problems:	4.71
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.85
10. This session will contribute to my professional growth:	4.85

11. This session will motivate me to seek further continuing education: 4.71
12. This session was outstanding: 4.85

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20 July 2023
Clemson University Immersion
Informal Assessment Benefits
Jennifer Place-Lewis

This workshop Educational Interpreters were guided through applicable practices of informal assessments. The need to optimize language growth and development while better understanding the student/interpreter relationship.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized: 5.00
2. The session built an understanding of concepts and principles:
3. The session had clearly stated objectives: 5.00
4. The AV materials were supportive of the subject matter: 5.00
5. My trainer communicated a clear understanding of course content: 5.00
6. My trainer(s) helped me apply theory to solve problems: 5.00
7. The instructional level of this session met my expectations   5.00
8. The trainer addressed my needs to my satisfaction   4.75
9. I will incorporate the skills gained from this session into my work: 4.75
10. This session will contribute to my professional growth: 4.75
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 5.00

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20 July 2023
Clemson University Immersion
Fingerspelling & Literacy Development
Stephen Fitzmaurice

Educational Interpreters were taught that through fingerspelling they are promoting literacy for Deaf students. This skill will develop language and ensure that the student understands the key vocabulary so they can pass bilingual English assessments. Early exposure to fingerspelling helps Deaf children become better readers and facilitates their English lexicon growth.

In this workshop Educational Interpreters learned to identify vocabulary the Deaf student will need to recognize in print. Then they fingerspelled those items as to create a cognitive link between the ASL rendition and English print. This workshop enveloped all these factors and concentrate on fingerspelling production (rate, fluency, clarity) and identifying when and how to appropriately fingerspell.

Competencies:

II A: Signs
II B: Fingerspelling and Numbers
II C: Register
II D: Non-Manual Behaviors
II E: Rate, Rhythm, Fluency
II F: Sentence/Clausal Boundaries
II G: Sentence Types
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency
III F: Fingerspelling Production
III G: Spelled Correctly
III H: Appropriate Use of Fingerspelling
III I: Numbers

Session Evaluation:

1. The session was well prepared for and organized: 4.42
2. The session built an understanding of concepts and principles: 4.42
3. The session had clearly stated objectives: 4.42
4. The AV materials were supportive of the subject matter: 4.42
5. My trainer communicated a clear understanding of course content: 4.42
6. My trainer(s) helped me apply theory to solve problems: 4.42
7. The instructional level of this session met my expectations 4.42
8. The trainer addressed my needs to my satisfaction 4.42
9. I will incorporate the skills gained from this session into my work: 4.42
10. This session will contribute to my professional growth: 4.42
11. This session will motivate me to seek further continuing education: 4.42
12. This session was outstanding: 4.42

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21 July 2023
Clemson University Immersion
Getting What You Need
Stephen Fitzmaurice

This session created scenarios allowing the participants to problem solve in real classroom setting situations. The workshop allowed for properly educating the attendees on their role as an Educational Interpreter and exposing them to the extreme disadvantage of the Deaf student's experience. Self-advocating and effective communication strategies were discussed and implemented in common scenes experienced by Educational Interpreters.

Competencies:
>   II A: Signs
>   II B: Fingerspelling and Numbers
>   II C: Register
>   II D: Non-Manual Behaviors
>   II E: Rate, Rhythm, Fluency
>   II F: Sentence/Clausal Boundaries
>   II G: Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:
2. The session built an understanding of concepts and principles: 5.00

3. The session had clearly stated objectives: 5.00
4. The AV materials were supportive of the subject matter: 5.00
5. My trainer communicated a clear understanding of course content: 4.83
6. My trainer(s) helped me apply theory to solve problems: 5.00
7. The instructional level of this session met my expectations   5.00
8. The trainer addressed my needs to my satisfaction   5.00
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 5.00

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09 September 2023
Greenville, South Carolina

What to Keep and How to Remember it: Message Management and Processing I
Deb Cates

Using Gish and information analysis information rely on spatial structure. This workshop will review a method of the spatial component of discourse mapping that can translate from the paper to a structured interpretation that makes these relationships in the message overt. This workshop is intended to introduce a process that can be practiced independently in order to strengthen the process of interpreting is mentally taxing. Interpreters must analyze an incoming message on multiple levels, extract the most salient information, and restructure it in another language all while continuously analyzing new content. This process is hindered or facilitated by the interpreter's knowledge of the source material, fluency in the source language, fluency in the target language, and message processing skills. This workshop focuses on the message analysis skills part of interpreting. Guided by the Gish and Colonomos models, interpreters will have an opportunity to learn techniques for practical application to improve their message analysis skills.

Competencies:

      I A: Stress and Emphasis

      IV B: Whole Message (English to Sign)

      IV D: Decalage V-S

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	4.66
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.66
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

07 October 2023

Columbia, South Carolina

What to Keep and How to Remember it: Message Management Processing II

Deb Cates

In this workshop, interpreters will focus on Colonomos' "Concentrate" phase, where interpreters practice process skills and message management through guided practice.

Competencies:

      I A: Stress & Emphasis

      IV B: Whole Message (English to Sign)

      IV D: Decalage V-S

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00

5. My trainer communicated a clear understanding of course content: 5.00
6. My trainer(s) helped me apply theory to solve problems: 4.66
7. The instructional level of this session met my expectations 5.00
8. The trainer addressed my needs to my satisfaction 4.66
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 5.00

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18 November 2023
Charleston, South Carolina
What to Show and How to Show It: Classifier Predicates I
Deb Cates

In this workshop, we will be focusing on how Deaf signers use classifiers and the application of message analysis skills to select information from an English source that should be represented with classifiers in an ASL target.

It takes longer to sign a single word in a signed language than it does to speak a single word in a spoken language. As a visuospatial language, ASL has mechanisms for representing concepts based on their visual or kinesthetic characteristics that require fewer "words" than parallel English descriptions. When interpreting from English into ASL, interpreters must make decisions about how to represent information spatially with the constraints of time imposed by following someone speaking. This workshop focuses on what classifiers are and how to use them effectively in interpreting work. Guided by the Gish model, interpreters will apply their message analysis skills to identify information that needs to be represented by classifiers. Then guided by the Colonomos "Represent" phase, interpreters will practice creating appropriate classifiers based on three guiding questions: what does it look like, how do I use it, and what does it do?

Competencies:

     I I: Classifiers

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.66
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

20 January 2024

Greenville, South Carolina

What to Show and How to Show It: Classifiers Predicates II

Note: This session was cancelled due to no registrations.

Deb Cates

Throughout this workshop, the primary focus will be on the application of skills carried over from Part One's workshop to interpreting a variety of educational texts. Interpreters will receive specific exercises for application purposes.

Competencies:

     I I: Classifiers

17 February 2024

Columbia, South Carolina

What To Spell and When to Spell It: Fingerspelling I

Deb Cates

Deaf signers use fingerspelling and features of ASL discourse to convey key information, as well as the application of message analysis skills to identify words that need to be fingerspelled. Fingerspelling has a unique place in educational discourse. As a bridge to English print, fingerspelling promotes literacy and connects concepts in ASL and English. However, fingerspelling alone is not sufficient to create these connections. Interpreters must use fingerspelling in connection with chaining, sandwiching, and ASL discourse features such as use of 3D space, contrasting, scaffolding, faceting, describe then do, and explain by examples.

Competencies:
    II B: Fingerspelling/Numbers
    III E: Key Vocab Represented
    III F   F/S Production
    III H: App Use of Fingerspelling

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

09 March 2024

Charleston, South Carolina

What To Spell and When To Spell It: Fingerspelling II

Deb Cates

Throughout a variety of educational texts, the Gish and Colonomos models, will be used for interpreters to apply their message analysis skills and "planning" phase skills to identify words that need to be fingerspelled in academic text while incorporating appropriate fingerspelling into their interpretations.

Competencies:

II B: Fingerspelling/Numbers
III E: Key Vocab Represented
III F: F/S Production
III H: App Use of Fingerspelling

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.75
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

Blue Education Sessions (EIPA 3.5-3.9)

Blue Tier II Educational Interpreters have scored between 3.5-3.9 on the EIPA demonstrating they have some interpreting skills. At present, Blue Tier III has 40% of the Educational Interpreter population in this Tier group and sessions focus on improving interpreting skills.

17 July 2023
Clemson University Immersion
Creating Classifiers
Crom Saunders

This workshop was discussion led with development applied. Attendees were taught how to create new classifiers for new images, along with the importance of variety beyond standard classifiers taught in ASL classes. Acquiring fluency in ASL requires the ability to create new classifiers that are syntactically correct, and the meaning of these new classifiers clearly conveyed. Participants were also taught models for classifier creation opportunities, how to think in 3-D and a greater understanding of classifier use. Lastly, we focused on how to describe actions and objects without using standard ASL vocabulary or reliance on PSE.

Competencies:

I I:	Classifiers	
III A:	Amt of Sign Vocabulary	
III B:	Signs Made Correctly	
III C:	Fluency	

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.80
12. This session was outstanding:	5.00

17 July 2023
Clemson University Immersion
Making Faces
Crom Saunders

The study of ASL grammar is more than sign vocabulary and placement. The focus of

this study is the use of facial expressions/mouthing morphemes as a key linguistic tool in

translating from English to ASL and vice versa, with lots of practice in facial exercises.

Competencies:

I F:	Non-Manual Markers
II D:	Non-Manual Behaviors
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	4.80
11. This session will motivate me to seek further continuing education:	4.80
12. This session was outstanding:	4.80

17 July 2023
Clemson University Immersion
Handy Tools for Talking Hands
Crom Saunders

ASL is a visual language and requires the capability to visualize discourse in a non-linear, 3-D space, involving shifts in time, perspective, and dialogue/narrative roles. Doing a narrative in ASL requires a working knowledge of ASL linguistic features. This session reviewed and expanded on features of ASL linguistics with cultural and storytelling potential. These kills are applied to everyday ASL conversations or to interpreting situations in nearly every context. We focused on going beyond vocabulary and classifiers/constructed action.

Competencies:

I D:	Sentence/Clausal Boundaries
I F:	Non-Manual Markers
II D:	Non-Manual Behaviors
II F:	Sentence Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.80
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	4.75
7. The instructional level of this session met my expectations	4.80
8. The trainer addressed my needs to my satisfaction	4.80
9. I will incorporate the skills gained from this session into my work:	4.60
10. This session will contribute to my professional growth:	4.40
11. This session will motivate me to seek further continuing education:	4.60
12. This session was outstanding:	4.60

18 July 2023
Clemson University Immersion

Classifier Handshapes & Movement Types
Wink Smith

Classifiers are categorized in different ways. This workshop took a different approach and looked at classifiers as handshapes that are combined with a movement type that construes different parts of a scene. This session the Educational Interpreters studied the meaning of these movement types and when they are usually deployed in discourse. We also discussed how the eye plays a role in classifier usage and how classifiers are different from directional verbs.

Competencies
      I I: Classifiers
      III A: Amt of Sign Vocabulary
      III B: Signs Made Correctly
      III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.66
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.66
4. The AV materials were supportive of the subject matter:	4.66
5. My trainer communicated a clear understanding of course content:	4.66
6. My trainer(s) helped me apply theory to solve problems:	4.66
7. The instructional level of this session met my expectations	4.66
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.66
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

18 July 2023
Clemson Immersion
Reframing Depiction: Constructed Action, Dialogue, Surrogation and the Like
Wink Smith

Metzger (1995) observed in the early days of sign language linguistic research that, "there seems to be general agreement that signers use their body, head, and eye gaze to report the actions, thoughts, words, and expressions of characters within the discourse" (p.256). However, these bodily actions didn't come with a standardized name. Some called them gestures, pantomime, and role shifting, among other things. Metzger (1995) settled on the term constructed action due to Tannen's 1986 typology of constructed dialogues.

Competencies:
I I: Classifiers
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

18 July 2023
Clemson Immersion
Depicting with Classifiers and Constructed Action in the Classroom
Wink Smith

This workshop applied what we had learned throughout the day. Participants were guided with educational discourse to determine depiction opportunities within it. We

discussed the depiction type that can be used to modify depiction or use an alternative one.

We also discussed how to do text analysis with the specific goal of identifying areas where

there are opportunities to use depiction.

Competencies
I I:	Classifiers
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.50
3. The session had clearly stated objectives:	3.50
4. The AV materials were supportive of the subject matter:	4.50
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	4.50
8. The trainer addressed my needs to my satisfaction	4.50
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	4.50
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

18 July 2023

Clemson University Immersion

The Impact of an Interpreted Education

Deaf Student Narrative

Participants learned first-hand the experience of Deaf adults as they shared their

stories growing up in an interpreted education setting. This is the impact and rewards of our

work.

Competencies:
II A:	Signs

II B: Fingerspelling and Numbers
II C: Register
II D: Non-Manual Behaviors
II E: Rate, Rhythm, Fluency
II F: Sentence/Clausal Boundaries
II G: Sentence Types
III A: Amt of Sign Vocabulary
III B: Signs Made Correctly
III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.75
2. The session built an understanding of concepts and principles:	4.83
3. The session had clearly stated objectives:	4.75
4. The AV materials were supportive of the subject matter:	4.75
5. My trainer communicated a clear understanding of course content:	4.83
6. My trainer(s) helped me apply theory to solve problems:	4.41
7. The instructional level of this session met my expectations	4.66
8. The trainer addressed my needs to my satisfaction	4.66
9. I will incorporate the skills gained from this session into my work:	4.58
10. This session will contribute to my professional growth:	4.75
11. This session will motivate me to seek further continuing education:	4.66
12. This session was outstanding:	4.66

19 July 2023
Clemson University Immersion
IEP Blues
Jennifer Place-Lewis

This workshop focused on explaining the role of an Educational Interpreter at an IEP meeting, understanding IEPs, and how to implement evaluations/formal and informal. Lastly, the session focused on what an IEP meeting ultimately means for children and their academic access.

Competencies:
II A: Signs
II B: Fingerspelling and Numbers

II C: Register
II D: Non-Manual Behaviors
II E: Rate, Rhythm, Fluency
II F: Sentence/Clausal Boundaries
II G: Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.80
3. The session had clearly stated objectives:	4.60
4. The AV materials were supportive of the subject matter:	4.80
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	4.80
7. The instructional level of this session met my expectations	4.80
8. The trainer addressed my needs to my satisfaction	4.80
9. I will incorporate the skills gained from this session into my work:	4.60
10. This session will contribute to my professional growth:	4.60
11. This session will motivate me to seek further continuing education:	4.60
12. This session was outstanding:	4.60

19 July 2023
Clemson University Immersion
Know Your Worth: Your IEP Input is Invaluable
Jennifer Place-Lewis

Throughout this workshop Educational Interpreters focused on breaking down the

IEP, finding ways to fully implement its intent while keeping in mind the deaf student's current

levels of performance and aiming for their future goals.

While looking at examples of IEP's Educational Interpreters sought our areas of

improvement where deaf children would ultimately benefit from a more content driven,

clearer stated plan with modified expectations resulting in a more robust IEP. Learning tools

such as decision-making processes, checklists and summary pages, Educational Interpreters

will be empowered to begin the process of sharing their knowledge with the greater IEP

team.

Competencies:

    II A: Signs
    II B: Fingerspelling and Numbers
    II C: Register
    II D: Non-Manual Behaviors
    II E: Rate, Rhythm, Fluency
    II F: Sentence/Clausal Boundaries
    II G: Sentence Types
    III A: Amt of Sign Vocabulary
    III B: Signs Made Correctly
    III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	4.80
3. The session had clearly stated objectives:	4.60
4. The AV materials were supportive of the subject matter:	4.80
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	4.80
7. The instructional level of this session met my expectations	4.80
8. The trainer addressed my needs to my satisfaction	4.80
9. I will incorporate the skills gained from this session into my work:	4.60
10. This session will contribute to my professional growth:	4.60
11. This session will motivate me to seek further continuing education:	4.60
12. This session was outstanding:	4.60

20 July 2023
Clemson University Immersion
Compare & Contrast: The Use of Space
Stephen Fitzmaurice

In American Sign Language the effective use of space is vital to producing text that are

clear, comprehensible, and easy to follow. Spatial placements create intertextual cohesion

and use of spatial shifts to indicate transitional markers. The use of space influences discourse

patterns of comparison and contrast, sequencing and cause and effect. Spatial organization

shifts throughout a discourse and is marked along three axes. This session addressed all

these factors, and the participants learned the rules of spatial placement while employing

effective use of space, (including classifier predicates and depiction) and body shifting.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Beheviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Buondaries
II G:	Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.75
4. The AV materials were supportive of the subject matter:	4.75
5. My trainer communicated a clear understanding of course content:	4.75
6. My trainer(s) helped me apply theory to solve problems:	4.75
7. The instructional level of this session met my expectations	4.25
8. The trainer addressed my needs to my satisfaction	4.25
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.25
12. This session was outstanding:	4.75

20 July 2023
Clemson University Immersion
Tip of the Iceberg Linguistics
Stephen Fitzmaurice

This session is designed to assist Educational Interpreters with basic linguistic

principles in American Sign Language as outlined on the EIPA performance and written

assessments. By employing a metalingistic approach to languages, Educational Interpreters are better equipped to apply linguistically appropriate interpretations, discuss the linguistics of ASL, and to successfully navigate the linguistics portion of the EIPA Assessment: Written Test (EIPA WT). Application and discussion will focus on what linguistics encompasses. Language function, linguistic terminology, variation and the holistic rules of language.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Buondaries
II G:	Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

20 July 2023
Clemson University Immersion
Classifier & Depiction Application
Bo Clements

Participants journeyed across the campus in a practical application of classifier, depiction, use of space, visual discourse, descriptions of action and objects while simultaneously creating an ASL narrative. This was a practical way of learning to interpret field trips.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Beheviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Buondaries
II G:	Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.66
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

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20 July 2024
Clemson University Immersion
Informal Assessment Benefits
Jennifer Place Lewis

This workshop Educational Interpreters were guided through applicable practices of informal assessments. The need to optimize language growth and development while better understanding the student/interpreter relationship.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.75
10. This session will contribute to my professional growth:	4.75
11. This session will motivate me to seek further continuing education:	4.75
12. This session was outstanding:	5.00

20 July 2024
Clemson University Immersion
Fingerspelling & Literacy Development
Stephen Fitzmaurice

Educational Interpreters were taught that through fingerspelling they are promoting literacy for Deaf students. This skill will develop language and ensure that the student understands the key vocabulary so they can pass bilingual English assessments. Early exposure to fingerspelling helps Deaf children become better readers and facilitates their English lexicon growth.

In this workshop Educational Interpreters learned to identify vocabulary the Deaf student will need to recognize in print. Then they fingerspelled those items as to create a cognitive link between the ASL rendition and English print. This workshop enveloped all these factors and concentrated on fingerspelling production (rate, fluency, clarity) and identifying when and how to appropriately fingerspell.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types
III A:	Amt of Sign Vocabulary
III B:	Signs Made Correctly
III C:	Fluency
III F:	Fingerspelling Production
III G:	Spelled Correctly
III H:	Appropriate Use of Fingerspelling
III I:	Numbers

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

21 July 2023
Clemson University Immersion
Getting What You Need
Stephen Fitzmaurice

This session created scenarios allowing the participants to problem solve in real

classroom setting situations. The workshop allowed for properly educating the attendees on

their role as an Educational Interpreter and exposing them to the extreme disadvantage of

the Deaf student's experience. Self-advocating and effective communication strategies were

discussed and implemented in common scenes experienced by Educational Interpreters.

Competencies:

II A:	Signs
II B:	Fingerspelling and Numbers
II C:	Register
II D:	Non-Manual Behaviors
II E:	Rate, Rhythm, Fluency
II F:	Sentence/Clausal Boundaries
II G:	Sentence Types

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

09 September 2023
Greenville, South Carolina
The Whole Is Greater Than the Sum of The Parts: Message Management and Processing I
Doug Stringham

If you had just six standard 4x2 Lego bricks, how many unique structures could you

actually build? Would you believe almost a billion different combinations? Similarly,

interpreters constantly reassemble all kinds of discourse patterns, styles, and message as

they produce their work. During this workshop, with EIPA competencies as our guides, we

will spend time producing and evaluating our interpreting work within a variety of English-to-

sign-language scenarios and texts, identifying the building blocks of how discourse and

messages are constructed, intended, and parsed. This is guaranteed to be a safe and

interactive group experience; we are looking forward to working together!

Competencies:

I A:	Stress & Emphasis
IV B:	Whole Message (English to Sign)
IV D:	Decalage V-S

Session Evaluations:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

07 October 2023
Columbia, South Carolina
The Whole Is Greater Than The Sum of The Parts: Message Management and Processing II
Doug Stringham

This workshop reviewed basic principles before diving right back into producing and

evaluating interpreting work in a variety of sign-language-to-English scenarios and texts,

identifying the building blocks of how discourse and messages are constructed, intended,

and parsed. As always, this will be a safe and interactive group experience; we're looking

forward to working together!

Competencies:

I A:	Stress & Emphasis
IV B:	Whole Message (English to Sign)
IV D:	Decalage V-S

Session Evaluations:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	4.80
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	4.80
7. The instructional level of this session met my expectations	4.80
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	4.80
11. This session will motivate me to seek further continuing education:	4.80
12. This session was outstanding:	4.80

18 November 2023
Charleston, South Carolina

Unveiling The Power of Show, Not Tell: Mastering ASL Depictions in Interpretation Classifier Predicates I
Note: This session was cancelled due to presenter being ill.
David Davenport

In this workshop we will focus on the use of classifiers while discussing the rationale behind classifiers and their importance in an educational environment. Deaf student's need for a visual representation will be discussed with highlights from a Deaf instructor's perspective and application.

Competencies:
  I I: Classifiers

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20 January 2024
Greenville, South Carolina
Unveiling The Power of Show, Not Tell: Mastering ASL Depictions in Interpretation Classifier Predicates II
David Davenport

As a follow up to the classifier workshop, participants focused on the use of classifiers, the rationale behind classifiers and their importance in an educational environment. Participants also paid particular attention to the application of science classifiers with the how and why they are important to Deaf students. Educational Interpreters practiced with various examples and guidance from the Deaf presenter.

Competencies:
  IV B: Whole message English to Sign
  IV C: Whole message Sign to English
  IV F: Principles of Discourse Mapping

Session Evaluation:

  1. The session was well prepared for and organized: 5.00
  2. The session built an understanding of concepts and principles: 5.00

3. The session had clearly stated objectives: 5.00

4. The AV materials were supportive of the subject matter: 5.00

5. My trainer communicated a clear understanding of course content: 5.00

6. My trainer(s) helped me apply theory to solve problems: 5.00

7. The instructional level of this session met my expectations   5.00

8. The trainer addressed my needs to my satisfaction   5.00

9. I will incorporate the skills gained from this session into my work: 5.00

10. This session will contribute to my professional growth: 5.00

11. This session will motivate me to seek further continuing education: 5.00

12. This session was outstanding: 5.00

Columbia, South Carolina

17 February 2024

Sleight of Hand-Uncovering the Magic in Fingerspelling and Numbers Fingerspelling I

Doug Stringham

Arguably one of the most underrated skills and language tools that interpreters use, accurate representations of spelling and numbers have important roles in our English-to-sign-language interpreting work. Considered a 'lean' skill (Taylor, 2002), fingerspelling and numbers are systems that are relatively simple to practice and produce – honestly, who hasn't fingerspelled license plates and billboards on a drive to the store? – but not always as easy to identify best practices in implementation. In Part I of this workshop, we'll spend our time identifying, developing, and applying skills in a variety of English-to-sign-language scenarios and texts. Practice your disappearing coin tricks and get those dictionaries ready for a safe and interactive group experience; we're looking forward to working together!

Competencies:

    II B: Fingerspelling/Numbers
    III E: Key Vocab Represented
    III F   F/S Production
    III H: App Use of Fingerspelling

Session Evaluation:

1. The session was well prepared for and organized: 5.00

2. The session built an understanding of concepts and principles: 5.00

3. The session had clearly stated objectives: 5.00

4. The AV materials were supportive of the subject matter: 5.00

5. My trainer communicated a clear understanding of course content: 5.00

6. My trainer(s) helped me apply theory to solve problems: 5.00

7. The instructional level of this session met my expectations   5.00

8. The trainer addressed my needs to my satisfaction   5.00

9. I will incorporate the skills gained from this session into my work: 5.00

10. This session will contribute to my professional growth: 5.00

11. This session will motivate me to seek further continuing education: 5.00

12. This session was outstanding: 4.66

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09 March 2023
Charleston, South Carolina
You Put a Spell On Me- Uncovering the Magic in Fingerspelling and Numbers II
Note: this session was cancelled due to inclement weather and flooding
Doug Stringham

Join us for a continuation of Fingerspelling I or not as we will take some time to first

review basic principles before flipping the cards over to identify, develop, and apply spelling

and numbering skills in a variety of English-to-sign-language scenarios and texts. Make sure

your magic cape fits and your top hats are loaded with bunnies; in a safe and interactive

group experience, we'll be looking forward to working together again.

Competencies:

II B: Fingerspelling/Numbers
III E: Key Vocab Represented
III F   F/S Production
III H: App Use of Fingerspelling

Presenter Biographies

Cates, Deb, Ph.D.

Dr. Cates is the Sign Language Program Coordinator at the Iowa School for the Deaf. She oversees staff sign language development, the administration of the SLPI program, and Educational Interpreter professional development. Deb has a Ph.D. in Linguistics from the University of California, Davis, where she studied sign language structure and processing under Dr. David Corina. She has a long-time affiliation with Gallaudet University's Science of Learning Center on Visual Language and Visual Learning (VL2). Deb was on the student leadership team for three years at VL2. Currently, Deb is the President of the National Association of Interpreters in Education (NAIE). Her research interests include the relationship between form and meaning in signed languages, bilingual education, and the cognitive demands of simultaneous interpreting. She actively develops research-based practices for interpreter skill development. Deb also holds a Bachelor of Arts degree in Deaf Studies with an Interpreting Emphasis from California State University, Northridge. She has thirteen years of experience in educational interpreting and holds an EIPA certification (Level 4.7 PSE/ASL).

Clements, William, (Bo) M.S., ASLTA-Master.

Bo Clements grew up in the south now resides in Anderson, South Carolina. He is a senior lecturer of American Sign Language here in Clemson University. Bo holds ASLTA certified: professional/master level. He has taught ASL and Deaf culture studies at the University of South Florida in Tampa Bay for 20 years. Bo is a graduate of Gallaudet University with a B.A. degree and holds an M.S. degree from Florida State University.

Davenport, David. M.A.

David Davenport is an Associate Professor under the ASL/Interpreting Program at Salt Lake Community College. He joined full-time in Fall 2013 after serving 11 years as Adjunct faculty member. He earned a Bachelor of Science degree in Sociology from Brigham Young University and a Master of Arts degree in Sign Language Education from Gallaudet University. He has been teaching ASL for over fifteen years and has mentored many interpreters in various programs. David is a versatile individual with a wide range of talents such as teaching, storytelling, coordinating, training, remodeling, video editing, and other technology-related skills. David has developed ASL curriculum and assessment tools incorporating a new modern style of teaching and technology for his classes to enrich the learning experience for students. His interests are the modeling of language processing, linguistics, bilingualism, and early intervention and language development in Deaf and Hard-of-hearing students.

Fitzmaurice, Stephen, Ph.D., CI, CT, NIC: A, NAD V, Ed: K12

Dr. Fitzmaurice is an Associate Professor of Interpreting: American Sign Language (ASL), and lead faculty for the ASL-English Educational Interpreting program at Clemson University. Stephen earned his Ph.D. in Interpretation from Gallaudet University and a Master of Interpreter Pedagogy degree from Northeastern University. He has earned several national interpreter certifications from the Registry of Interpreters for the Deaf, the National Association of the Deaf Master Interpreter Certification and the Educational Interpreter Performance Assessment. Stephen is the Principal Investigator of the South Carolina Educational Interpreting Center and has worked as a professional ASL-English interpreter for over twenty-five years. Dr. Fitzmaurice lectures extensively on developing interpreting skills for in-service ASL-English interpreters and has scholarly interests spanning metacognitive processing of

interpreters; ASL linguistics; literacy development of Deaf children; and educational access via interpreting services.

Place- Lewis, Jennifer, MS, NIC

Jennifer Place-Lewis is the Project Director for the South Carolina Educational Interpreting Center (SCEIC). A licensed deaf educator and nationally certified interpreter, Ms. Place-Lewis began her educational career at Ball State University in Muncie, Indiana. From there, Jennifer obtained her master's degree from McDaniel College, formerly Western Maryland College, where she diligently pursued her passion for teaching deaf children in their native language of ASL within a Bi-Lingual/Bi-cultural philosophical environment. With experiences taking her from the classroom to interpreting in government, higher education, VRS and VRI and designing curriculum, Jennifer has always maintained a hand in the Educational Interpreting Field. Ms. Place-Lewis' continued passion for Deaf Children's Rights to communication and educational access, via interpreting services, is paramount with the most important example we can provide as exceptionally dedicated and professional interpreters is our willingness to develop ourselves.

Saunders, Crom, M.A.

Crom Saunders grew up in Northern California, graduating from California State University, Sacramento with a M.A. in Creative Writing. Crom has his own one-man show, "Cromania!", which tours internationally, featuring skits, comedy, improv, and storytelling. Crom also has interpreted dozens of plays, has taught dozens of ASL linguistics and theatrical workshops across the nation. He currently teaches at the Deaf Studies and Interpreter Program at Columbia College, Chicago.

Smith, Windell (Wink), M.A. M.B.A., NIC Master

Wink enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. Wink is a doctoral candidate at Gallaudet University and presents workshops, at national and state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training videos.

Stringham, Doug, M.S.

Doug Stringham has been an instructor at the Utah Valley University interpreter program since 1995. He also works as a private practice ASL-English Interpreter in Salt Lake City metro area and co-manages a long-term research project on the religious practices of Deaf people in the intermountain western United States.

MENTORING

The SCEIC provided two tracks of mentoring services for both Tier II: Green and Tier III: Blue Educational Interpreters. In all, the SCEIC provided **over 78 hours of individualized mentoring services** with ten Educational Interpreter participants and an additional **30 hours of symposia mentoring for 147 Educational Interpreter participants**.

The SCEIC provided traditional private, individual mentoring sessions. These mentoring sessions occurred weekly, biweekly, or monthly at the discretion of the individual Educational Interpreter, meeting their preferred learning targets and learning style. Ten Educational Interpreters participated in one-on-one mentoring with sessions ranging from one to two hours after school hours, totaling 4,680 minutes (78 hours) of individual mentoring. Primary areas of concentration were EIPA competencies, professional development plans and deliberate practice application.

The SCEIC also hosted four sessions of five-week Community of Practice symposium topically designed by the participating Educational Interpreters. Each five-week session's topic consisted of assigned research articles, best practice discussions, research case scenarios, as well as receptive/expressive interpreting practice videos. Each symposium met after school hours for 1.5 hours per week totaling 450 minutes (7.5 hours) of mentoring per symposium. Combined, all four symposiums provided 1,800 minutes or 30 hours of mentoring. Several participants were involved in multiple Community of Practice symposia. Table 9 indicates the Community of Practice symposium session, topical area addressed and number of participants.

Community of Practice Symposia Sessions

Weeks	Topical Area	Participants
14 Sep - 12 Oct 2023	Our Role As We Know It-Role Metaphors	61
30 Nov – 28 Dec 2023	Is Where We Do Our Work Working? The Larger Team	28
18 Jan – 28 March 2024	Educational Interpreting Ethics	31
25 Apr – 23 May 2024	Discourse Mapping	27
Total		**147**

Table 9. Community of Practice Symposia Sessions

TECHNICAL ASSISTANCE

In addition to general contact with school districts to promote SCEIC services and testing dates, the **SCEIC has provided technical assistance for the OSES and several districts throughout the state**. Most technical assistance focused on the following key areas:

- Several data requests from the OSES
- Clarifying misinformation and inquiries about interpreter qualifications and the South Carolina Interpreter Act
- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA
- Discussing the EIPA: WT
- Promoted SCEIC White Papers addressing:
  - Why Educational Interpreter Credentials are Vital
  - Educational Interpreters are NOT Communication Facilitators
  - What is a Language Facilitator
- Recruiting Educational Interpreters and addressing vacancies
- Inquiries from districts about educational interpreting pay scales
- Requests for observation and mentoring from district personnel
- Addressing the Educational Interpreter's roles
- Promoting professional development opportunities
- Directly contacting Special Education Administrators informing them of SCEIC events and activities

SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and Deaf students (Fitzmaurice, 2017). Clemson University with the South Carolina Department of Education have completed a third year of services through the South Carolina Educational Interpreting Center (SCEIC). The accrued evidence indicates much progress has been made in identifying the educational interpreting population, assessing their knowledge and skills, and providing mentoring and professional development sessions to address their specific needs.

As evidenced in this annual report, great progress has been made yet, the SCEIC notes a sense of lethargy among Educational Interpreters as they await the final requirements for Educational Interpreter regulation. The SCEIC continues to note school districts hiring Educational Interpreters without any qualifications. Regardless, the 2023-2024 outputs by the SCIEC invariably lead to better access, and with improved interpreter abilities, improved outcomes for Deaf students in South Carolina (Cates & Delkamiller, 2021).

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