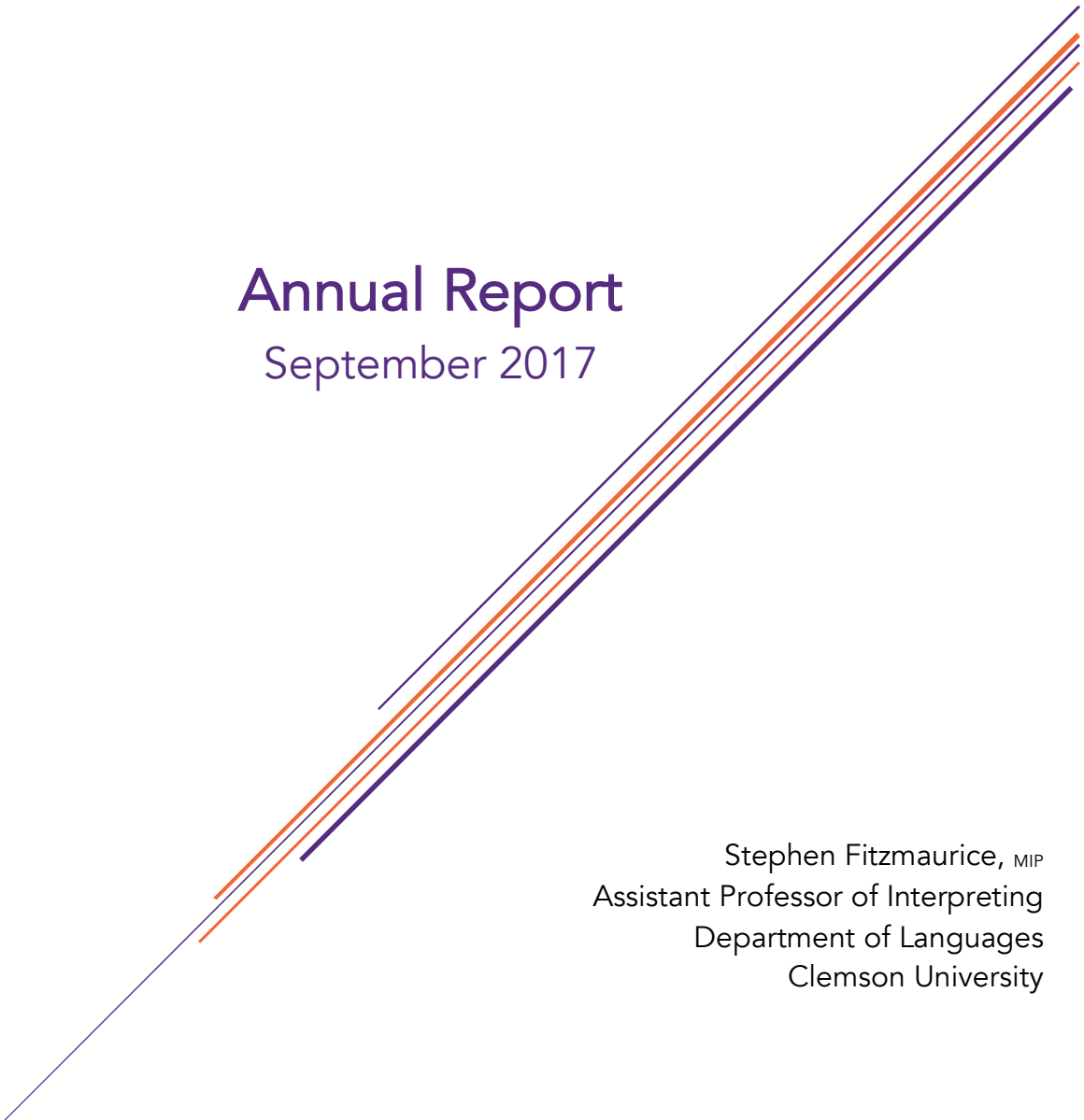


CLEMSON[®]

**SOUTH CAROLINA EDUCATIONAL
INTERPRETING CENTER**

Annual Report

September 2017



Stephen Fitzmaurice, MIP
Assistant Professor of Interpreting
Department of Languages
Clemson University

TABLE OF CONTENTS

TABLE OF FIGURES	5
INDEX OF TABLES	6
PROGRAM OVERVIEW & HIGHLIGHTS.....	7
EDUCATIONAL INTERPRETER CENSUS & TIERS.....	8
ASSESSMENTS.....	15
EIPA PERFORMANCE ASSESSMENT -----	15
EIPA: WRITTEN ASSESSMENTS -----	26
EDUCATION	34
ACADEMIC YEAR EDUCATION SESSIONS -----	34
EIPA Written Test Standards -----	34
Objectives	35
Competencies	35
Session Evaluation	36
Select Session Comments.....	36
Green Eggs and Hamlet: Interpreting Shakespeare and Dr. Seuss -----	36
Objectives	37
Competencies.....	37
Session Evaluation	37
Select Session Comments.....	38
ASL Vernacular-----	38
Objectives	38
Competencies.....	39
Session Evaluation	39
Select Session Comments.....	40
Overview of the EIPA Assessment Tool: What is Measured and Why -----	40
Objectives	40
Competencies.....	41
Session Evaluation	41
Select Session Comments.....	41
EIPA Written Test Standards for Cued Language Translitterators -----	41
Objectives	42
Competencies.....	42
Session Evaluation	42

Select Session Comments.....	43
Overview of the EIPA Assessment Tool: What is Measured and Why II -----	43
Objectives	44
Competencies.....	44
Session Evaluation	44
Select Session Comments.....	44
ASL Vernacular II -----	45
Objectives	45
Competencies.....	45
Session Evaluation	46
Select Session Comments.....	46
Making Faces -----	46
Objectives	46
Competencies.....	47
Session Evaluation	47
Select Session Comments.....	47
RESEARCH TO PRACTICES INSTITUTE 2017 -----	47
Conveying Key Vocabulary for Educational Interpreters -----	48
Objectives	49
Competencies.....	49
Session Evaluation	49
Educational Interpreting: Easy as 1, 2, 3... or is it?-----	50
Objectives	50
Competencies.....	51
Session Evaluation	51
Select Session Comments.....	51
The Interpreting Process. Intention or Retention?-----	52
Objectives	52
Competencies.....	52
Session Evaluation	53
Select Session Comments.....	53
The Conceptual Universe and Depiction -----	53
Objectives	54
Competencies.....	55
Session Evaluation	55
Select Session Comments.....	56
SESSIONS ATTENDANCE-----	56
PERFORMANCE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS -----	61
KNOWLEDGE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS -----	63
MENTORING.....	65

TECHNICAL ASSISTANCE	66
MOVING FORWARD	67
2017-2018 ASSESSMENTS-----	67
EIPA PERFORMANCE TEST DATES -----	67
EIPA WRITTEN TEST DATES-----	68
2017-2018 EDUCATION SESSIONS-----	68
ORANGE TIER I EDUCATION SESSIONS -----	69
GREEN TIER II EDUCATION SESSIONS -----	73
BLUE TIER III EDUCATION SESSIONS -----	76
KNOWLEDGE COMPETENCIES EDUCATION SESSIONS -----	80
MENTORING -----	82
SUMMARY	83
REFERENCES	84

TABLE OF FIGURES

Figure 1. South Carolina school districts employing educational interpreters.....	10
Figure 2. Region I School Districts	11
Figure 3. Region II School Districts	11
Figure 4. Region III School Districts	12
Figure 5. Region IV School Districts	12
Figure 6. Region V School Districts	13
Figure 7. Tier Needs and Services	14
Figure 8. Percentage of Population Assigned to Each Tier.....	17
Figure 9. Region I Tier Distribution	18
Figure 10. Region II Tier Distribution	19
Figure 11. Region III Tier Distribution	19
Figure 12. Region IV Tier Distribution	20
Figure 13. Region V Tier Distribution	20
Figure 14. EIPA Competency Scores by Tier	25
Figure 15. WT Passing Percentage by Region (including CLT)	28
Figure 16. WT Passing Percentage by Tier	30
Figure 17. EIPA: WT Domain Percentage by Tier	31
Figure 18. EIPA: WT Competencies: Percentage by Region	33
Figure 19. Percentage of Attendees by Tier	58
Figure 20. Type of Session Attended.....	59
Figure 21. Academic Year Versus Summer Workshop Attendance	59
Figure 22. Regional Distribution of Workshop Attendance	61

INDEX OF TABLES

Table 1. Census vs. Actual number of South Carolina Educational Interpreters	13
Table 2. National versus South Carolina EIPA Results of Educational Interpreters	15
Table 3. Estimated vs. Actual Tier Levels of Educational Interpreters in South Carolina	16
Table 4. Mean EIPA score for each region	16
Table 5. Tier Distributions by Region	18
Table 6. EIPA Competency Scores by State and by Region.....	22
Table 7. EIPA Competency scores by state and by tier.....	24
Table 8. EIPA Diagnostic Center Attribution of Skill Development Order with SCEIC Tier Assignments	24
Table 9. Cued Language Transliterator Testing Needs.....	26
Table 10. Number of Educational Interpreters Taken the EIPA:WT and Pass Rate by Region.	27
Table 11. EIPA: WT Testing by Performance Tier.....	29
Table 12. EIPA: WT Domain Area Scoring Percentage Statewide and by Tier	30
Table 13. EIPA: WT Domain Area Scoring Percentage Statewide and by Region	32
Table 14. Education Sessions Attendance.....	57
Table 15. Regional Distribution of Workshop Attendance	60
Table 16. EIPA Competencies State Mean and Education Sessions Addressing the Competency.....	63
Table 17 EIPA: WT Competencies State Mean, CLT Mean, and Education Sessions Addressing the Competency.....	63
Table 18. Minutes of Mentoring Services Provided in the 2016-2017 Academic Year.....	65
Table 19. Scheduled EIPA Performance Tests.....	67
Table 20. Scheduled EIPA Written Tests	68

PROGRAM OVERVIEW & HIGHLIGHTS

Clemson University has partnered with the South Carolina State Department of Education and the South Carolina School for the Deaf and the Blind to open 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 2016-2017 academic year.

As the SCEIC worked toward developing a more complete and detailed understanding of the Educational Interpreter population in South Carolina, the following highlights were evident:

- Registered:
 - 102 full-time Educational Interpreters
 - 9 substitute interpreters
 - 16 Cued Language Transliterators
- 51 EIPA interpreting exams administered
- **Statewide mean on the EIPA: 3.2**
 - 84% of Educational Interpreters have taken either the EIPA or national certification examinations
- 48 EIPA: WT examinations proctored
- **76% of Educational Interpreters have passed the EIPA: WT**
- 73 Educational Interpreters and Cued Language Transliterator attendees at education sessions
- **Provided 132 hours of professional education**
- 51 hours of direct mentoring services provided
- Provided technical assistance to 20 school districts

EDUCATIONAL INTERPRETER CENSUS & TIERS

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 and 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. Schick & Williams (2004) report that such interpreters are making numerous errors, omissions and distortions in his or her 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). Currently, eight of the 33 states (24%) have an EIPA 3.0 as the minimum competency standard (Johnson, Brown, Taylor & Austin, 2014). Since 2007, this low level of performance has been reduced by 25% as more and more states increase standards. In fact, since 2007, have increased standards towards an EIPA 4.0 level by 21 percent (Johnson, Brown, Taylor & Austin, 2014). In other words, states with minimum performance standards have implemented or revised older standards toward higher performance expectations and requirements.

Self-reported survey data collected from South Carolina school districts (South Carolina Department of Education, 2016), indicated there were 135 educational interpreters serving students who are deaf or hard of hearing across South Carolina. Of those, districts reported 41% of educational interpreters had not taken any type of assessment or earned an EIPA level below 3.0. Conversely, districts reported 8% of South Carolina's educational interpreters had scored between 3.0-3.4 with the EIPA, and 30% had achieved above an EIPA 3.5 or achieved national certification.

These data mirror earlier preliminary work by the South Carolina Association of the Deaf (2008) which indicated 20% of educational interpreters achieved an EIPA rating between 3.0-3.4, and 11% above an EIPA 3.5. Sixty-one percent of educational interpreters at that time had

not achieved an EIPA score above an EIPA 3.0 (South Carolina Association of the Deaf, South Carolina Educational Interpreter Profile, July 2008). Contrasted with national data, Johnson, Schick, and Bolster (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.

Based-on the current number of registered Educational Interpreters, the SCEIC reports there are 95 working educational interpreters in South Carolina. The following school districts report employing educational interpreters: Aiken, Anderson 5, Barnwell 29, Beaufort, Berkeley, Calhoun, Charleston, Colleton, Darlington, Dorchester 2, Georgetown, Greenville, Horry, Jasper, Kershaw, Lexington 1, Lexington 5, Oconee, Orangeburg 5, Richland 1, South Carolina School for the Deaf and the Blind, Spartanburg 6, York 2, York 3 and York 4 (See Figure 1). At the time of this report there are four districts with an open full-time interpreter position.

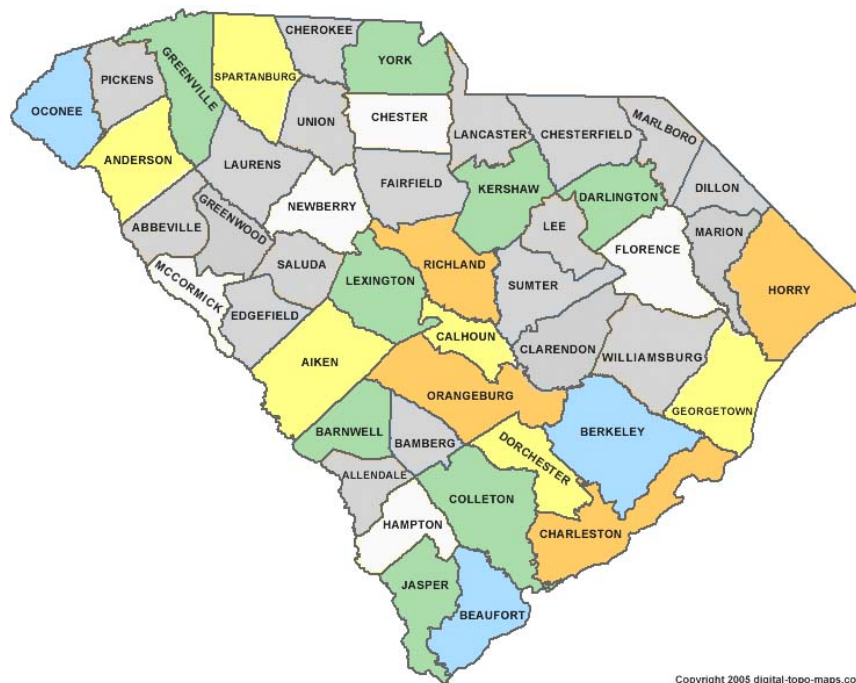


Figure 1. South Carolina school districts employing educational interpreters

To best serve the entire state, the SCEIC employs a regional model to provide comprehensive services.

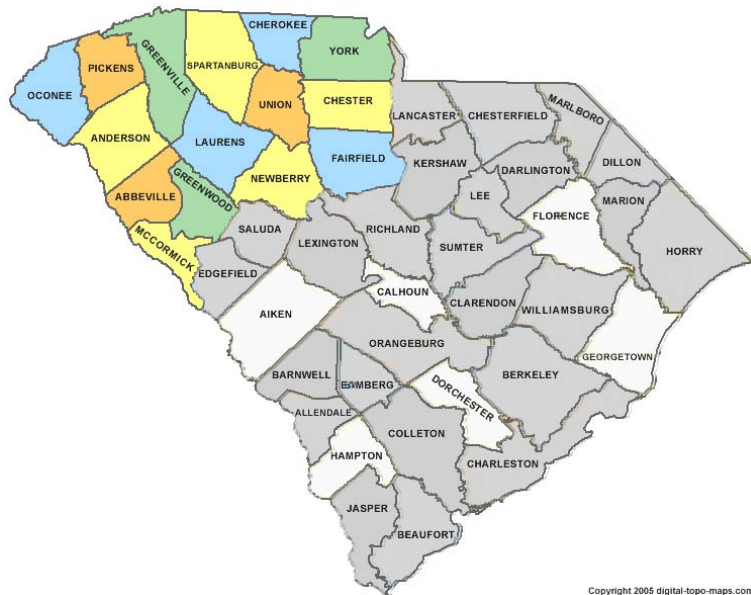
Region I: Upstate

Counties:

Abbeville, Anderson, Cherokee, Chester, Fairfield, Greenwood, Greenville, Laurens, McCormick, Newberry, Oconee, Pickens, Spartanburg, Union, York

2016 Census: 43
 2017 Registrations: 24
 2017 CL Transliterators: 16

Figure 2. Region I School Districts



Copyright 2005 digital-topo-maps.com

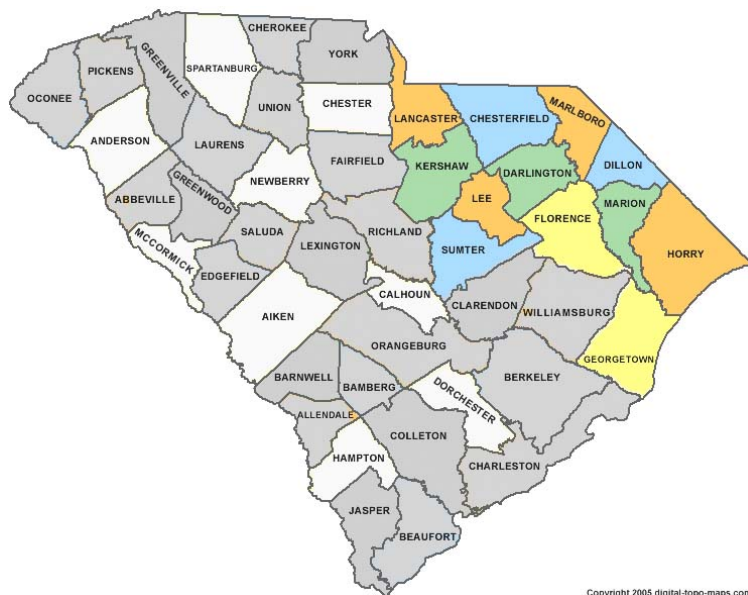
Region II: PeeDee

Counties:

Chesterfield, Darlington, Dillon, Florence, Georgetown, Horry, Kershaw, Lancaster, Lee, Marion, Marlboro, Sumter

2016 Census: 21
 2017 Registrations: 18

Figure 3. Region II School Districts



Copyright 2005 digital-topo-maps.com

Region III: Midlands

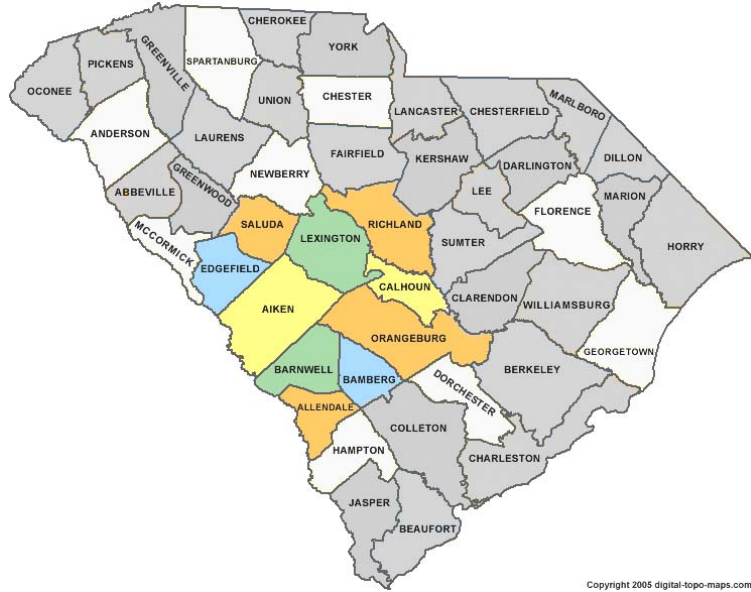
Counties:

Aiken, Allendale, Bamberg, Barnwell, Calhoun, Edgefield, Lexington, Orangeburg, Richland, Saluda,

2016 Census: 25

2017 Registrations: 25

Figure 4. Region III School Districts



Region IV: Charleston

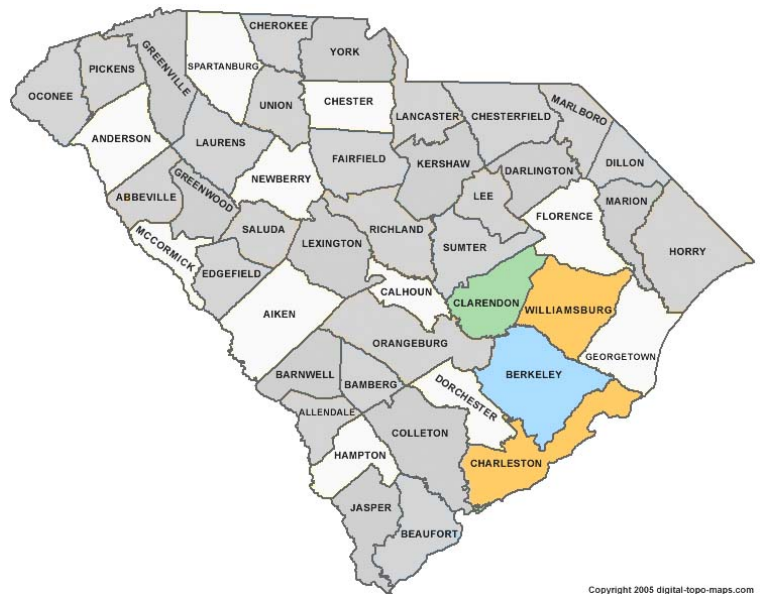
Counties:

Berkeley, Clarendon, Charleston, Williamsburg

2016 Census: 16

2017 Registrations: 13

Figure 5. Region IV School Districts



Region V: Lower Coast

Counties:

Beaufort, Colleton, Dorchester,
Hampton, Jasper

2016 Census: 11

2017 Registrations: 16

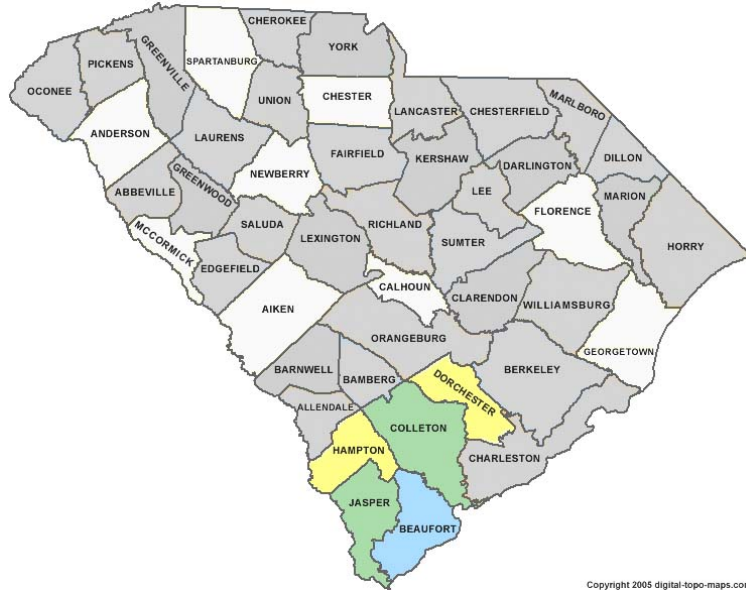


Figure 6. Region V School Districts

In addition to this population of educational interpreters, Greenville County school district contacted the SCEIC to determine what type of services could be offered for Cued Language Transliterators. Greenville County reports having 16 Transliterators working in a full-time capacity. Table 1 identifies the regional distribution of Educational Interpreters and Cued Language Transliterators and their full-time/substitute employment status.

Census vs. Actual Number of South Carolina Educational Interpreters

	2016 Census	2017 Registrations	2017 Fulltime	2017 Subs
Region I: Upstate	43	24	22	1
Region II: PeeDee	21	18	17	2
Region III: Midlands	25	25	19	5
Region IV: Charleston	16	13	12	1
Region V: Lower Coast	11	16	16	0
Cued Language Transliterators	0	16	16	0
Total	116	112	102	9

Table 1. Census vs. Actual number of South Carolina Educational Interpreters

Using these data, the SCEIC provides EIPA assessment, targeted professional development, mentoring and technical assistance for educational interpreters based on their specific skills and knowledge performance levels. Educational interpreters demonstrating a performance level less than an EIPA 2.7 are assigned to *Orange Tier 1*. Educational interpreters earning between 2.8-3.4 on an EIPA assessment are assigned to *Green Tier 2*, and any interpreter achieving between 3.5-3.9 are assigned to *Blue Tier 3*. All educational interpreters with an EIPA 4.0 or above or national certification are considered *Highly Qualified* and outside of the purview of the SCEIC.

Figure 7 summarizes needs and services for each tier.

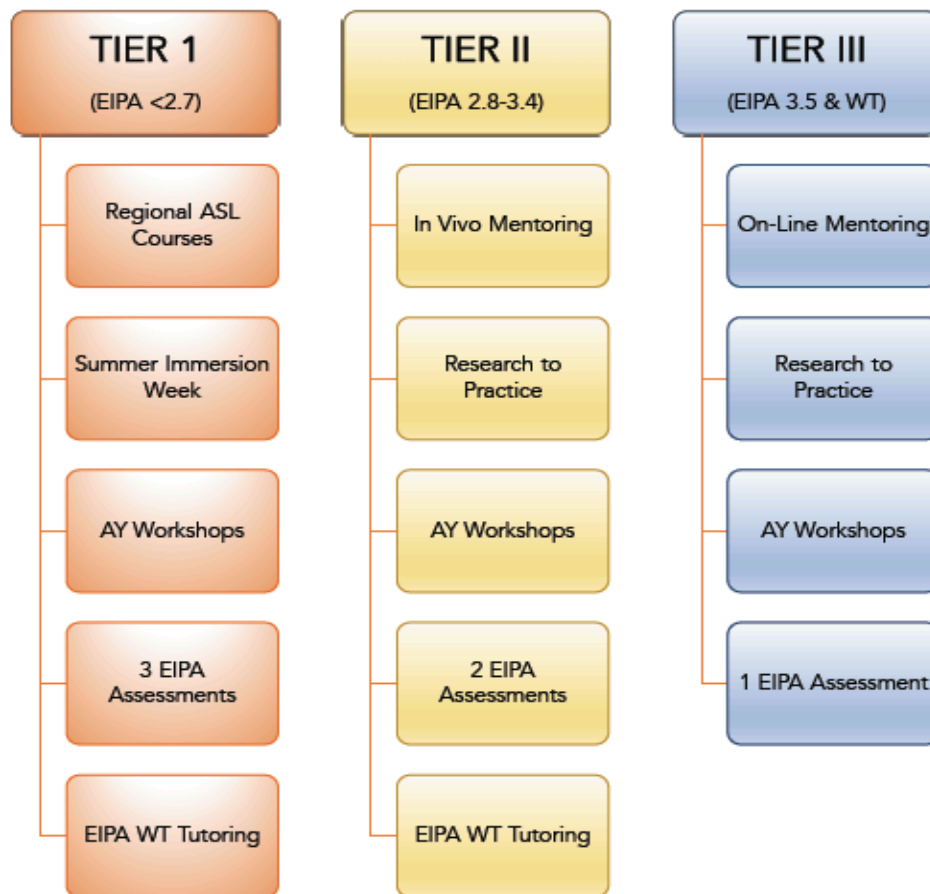


Figure 7. Tier Needs and Services

ASSESSMENTS

EIPA PERFORMANCE ASSESSMENT

Self-reported survey data collected from South Carolina school districts (South Carolina Department of Education, 2016), indicated there were 135 educational interpreters serving students who are deaf or hard of hearing across South Carolina. Of those, districts reported 41% of educational interpreters had not taken any type of assessment or earned an EIPA level below 3.0. Conversely, districts reported 8% of South Carolina’s educational interpreters had scored between 3.0-3.4 with the EIPA, and 30% had achieved above an EIPA 3.5 or achieved national certification.

These data mirror earlier preliminary work by the South Carolina Association of the Deaf (2008) which indicated 20% of educational interpreters achieved an EIPA rating between 3.0-3.4, and 11% above an EIPA 3.5. Sixty-one percent of educational interpreters at that time had not achieved an EIPA score above an EIPA 3.0 (South Carolina Association of the Deaf, South Carolina Educational Interpreter Profile, July 2008). Contrasted with 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 2 below summarizes these findings.

National versus South Carolina EIPA Results of Educational Interpreters

	National Findings (2009-2014) (n=8,680)	SC Findings (2008) (n=92)	SC Findings (2016) (n=135)
EIPA: <3.0 or not assessed	16%	61%	41%
EIPA: 3.0-3.4	42%	20%	8%
EIPA: > 3.5	40%	11%	30%

Table 2. National versus South Carolina EIPA Results of Educational Interpreters

This year, the SCEIC administered 51 EIPA examinations and collected and analyzed the EIPA results of 16 educational interpreters who have taken the EIPA previously and voluntarily shared their results with the SCEIC. At present, 14 educational interpreters are still awaiting their EIPA results from the EIPA Diagnostic Center. There are also 15 educational interpreters who have yet to take an EIPA assessment. With the results we currently have, **the statewide mean on the EIPA examination is 3.2**. Table 3 details the estimated versus actual statewide score distribution by tier.

<i>Estimated vs. Actual Tier Levels of Educational Interpreters in South Carolina</i>				
	<u>Estimated</u>		<u>Actual</u>	
Tier I (<2.7)	89	66 %	7	7 %
Tier II (2.8-3.4)	11	8 %	28	29 %
Tier III (3.5-3.9)	8	6 %	14	15 %
HQ (4.0 or certification)	27	20 %	17	18 %
Subtotal	135		66	
<i>Waiting on Results</i>			14	15 %
<i>To be Scheduled</i>			15	16 %
Total	135		95	

Table 3. Estimated vs. Actual Tier Levels of Educational Interpreters in South Carolina

Figure 8 (next page) provides a statewide snapshot of the percentage of educational interpreters assigned to each Tier as defined by their individual performance skills

Table 4 outlines the mean EIPA score for each region.

Mean EIPA score for each region

	Region I Upstate	Region II PeeDee	Region III Midlands	Region IV Charleston	Region V Lower Coast	State
EIPA Mean	3.3	2.9	3.3	3.2	3.2	3.2

Table 4. Mean EIPA score for each region

Z-scores were calculated for mean EIPA scores by region (M=3.18, SD=2.7) and indicate regional differences are not statistically significant ($z=0$, $p=1$) at $p<0.05$. This suggests in terms of employing Educational Interpreters, no single region is over, or under, performing another region.

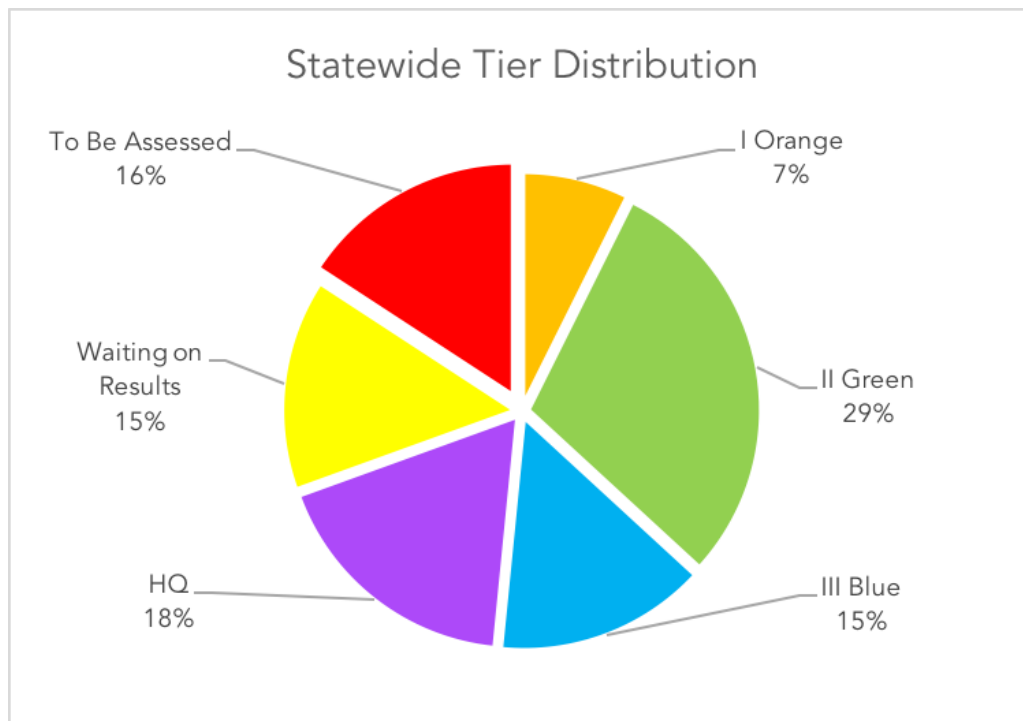


Figure 8. Percentage of Population Assigned to Each Tier

Parsing the educational interpreters into their respective Tier groupings by region, we find of the educational interpreters who have been assessed by the SCEIC are distributed as identified in Table 5.

These data indicate the SCEIC has conducted testing throughout the state on an even distribution with larger metropolitan clusters and more rural districts. In terms of testing, the regional distribution model is relatively well balanced with no region experiencing any

statistically significant variation in terms of interpreters needing to take assessments ($z=0$, $p=0.5$, $p<0.01$).

Tier Distributions by Region

	Region I Upstate		Region II PeeDee		Region III Midlands		Region IV Charleston		Region V Lower Coast	
Tier I (<2.7)	1	4 %	4	21%	0		1	8%	1	6%
Tier II (2.8-3.4)	6	26 %	6	32%	6	25%	4	31%	6	38%
Tier III (3.5-3.9)	4	17 %	1	5%	3	13%	2	15%	4	25%
HQ	4	17 %	1	5%	7	29%	3	23%	2	13%
Subtotal	15		12		16		10		13	
Awaiting Results	3	13%	3	16%	3	13%	2	15%	3	19%
To Be Tested	5	22%	4	21%	5	21%	1	8%	0	
Total	23		19		24		13		16	

Table 5. Tier Distributions by Region

The following series of figures provide a snapshot of each Region and the educational interpreters performance levels by Tier.

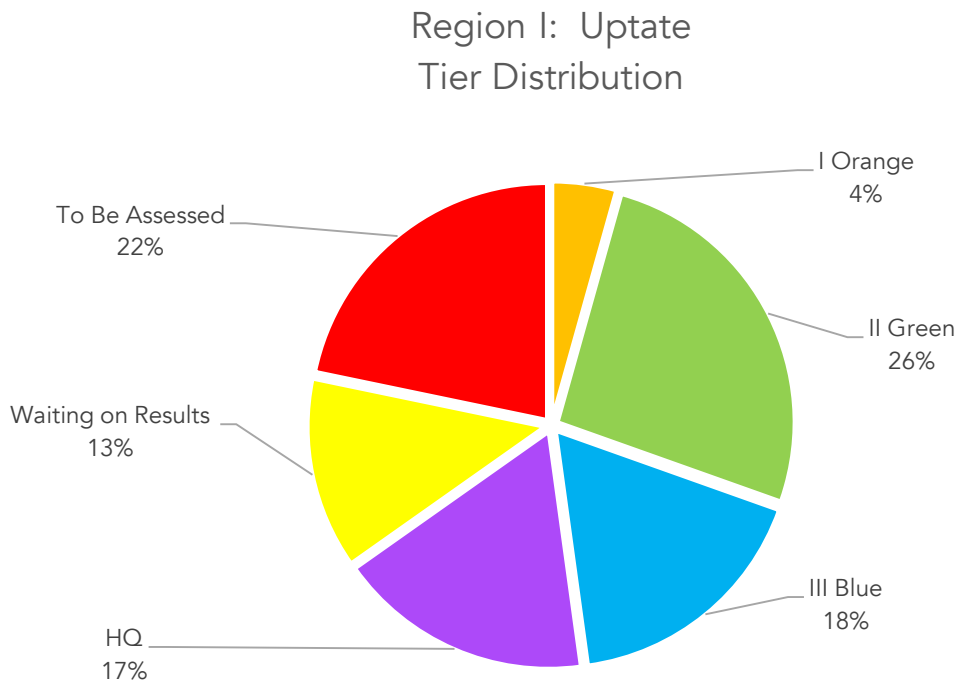


Figure 9. Region I Tier Distribution

Region II: PeeDee Tier Distribution

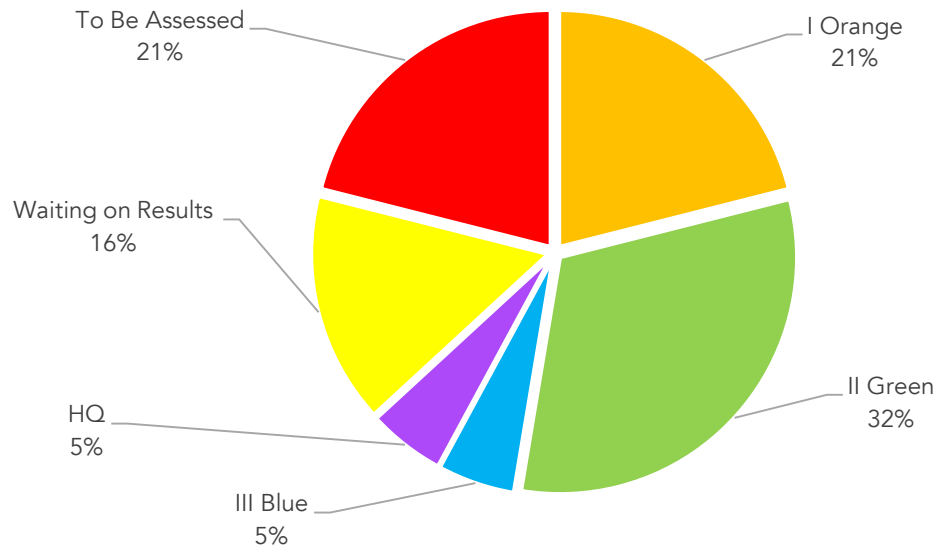


Figure 10. Region II Tier Distribution

Region III: Midlands Tier Distribution

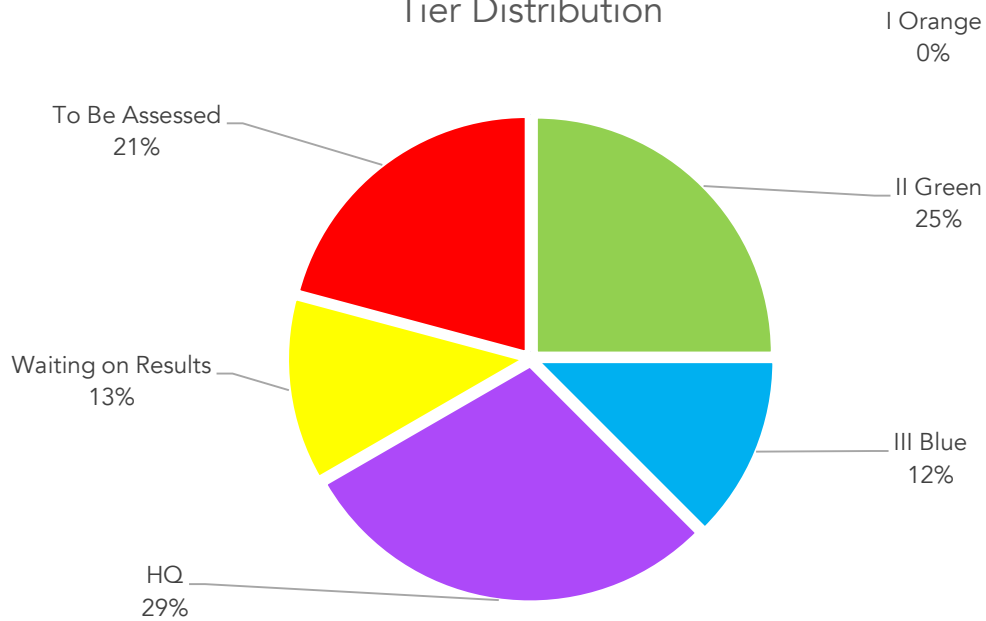


Figure 11. Region III Tier Distribution

Region IV: Charleston Tier Distribution

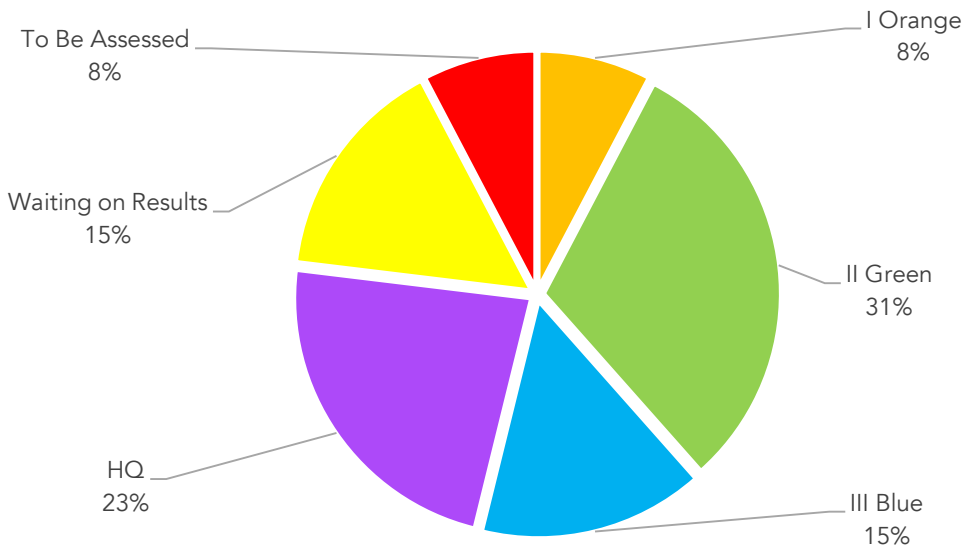


Figure 12. Region IV Tier Distribution

Region V: Lower Coast Tier Distribution

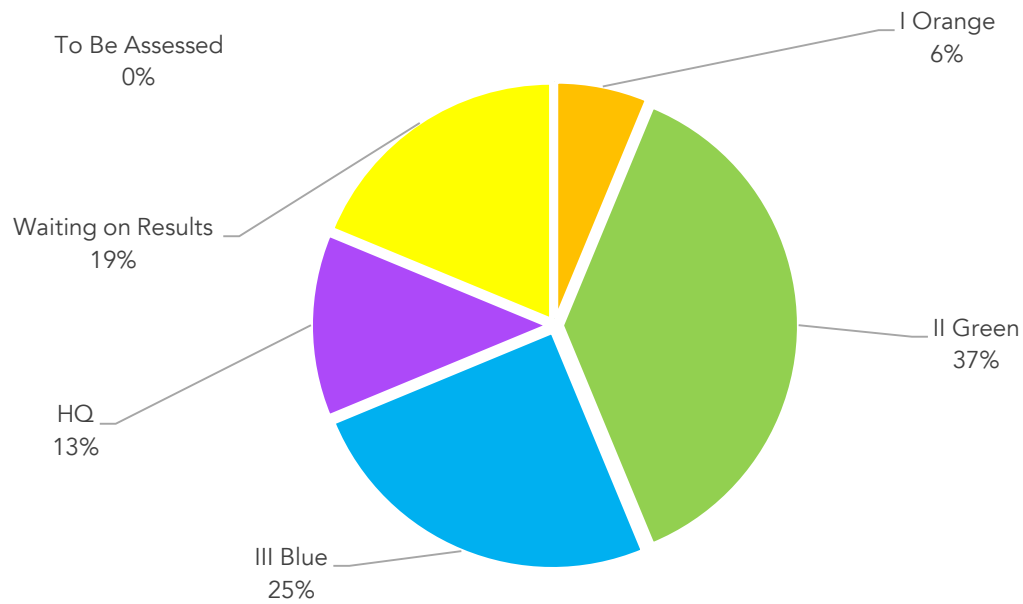


Figure 13. Region V Tier Distribution

The EIPA assesses an interpreter’s performance by examining 38 specific competencies.

It is the mean score of these competencies that generate each interpreter’s individual final score. To examine the specific professional development needs of educational interpreters, the SCEIC has detailed the mean score for each competency. Table 6 specifies the statewide score in each competency as well as aggregated competency scores by region.

EIPA Competency Scores by State and by Region

Domain	Competency	State	Regions					
			I	II	III	IV	V	
<i>ROMAN I</i>	<i>This domain assesses an interpreter’s skills at transferring meaning from English to sign.</i>							
	A. Stress Important Words	3.1	3.6	2.8	3.1	3.6	3.2	
	B. Affect/Emotions	3.2	3.7	3.1	3.1	3.9	3.0	
	C. Register	2.9	3.4	2.5	2.9	3.6	2.8	
	D. Sentence Boundaries	3.3	3.8	2.9	3.4	3.8	3.4	
	E. Boundaries Indicated	3.1	3.7	2.8	3.2	3.6	3.2	
	F. Non-Manual Markers	2.5	3.1	2.4	2.4	2.7	2.4	
	G. Verb Directionality/Pronom.	3.0	3.6	2.5	3.3	3.7	3.1	
	H. Comparison/Contrast	2.6	3.2	2.2	2.8	3.5	2.8	
	I. Classifiers	2.3	2.8	1.9	2.5	2.8	2.3	
	J. Grammar	2.6	3.2	2.2	2.9	3.5	2.8	
	K. Eng. Morph Marking	<i>Note this competency is only evident in MCE exams.</i>						
	L. Mouthing	4.6	4.7	4.5	4.7	4.8	4.3	
ROMAN I MEAN		3.0	3.5	2.8	3.1	3.5	3.0	
<i>ROMAN II</i>	<i>This domain assesses an interpreter’s skills at transferring meaning from sign to English</i>							
	A. Signs	3.1	3.4	3.0	3.3	3.5	2.9	
	B. Fingerspelling/Numbers	2.3	2.8	2.1	2.7	2.8	2.3	
	C. Register	2.8	3.3	2.7	3.0	3.2	2.5	
	D. Non-Manual Markers	2.4	2.8	2.3	2.7	3.0	2.4	
	E. Rate, Rhythm, Fluency	3.0	3.4	3.0	3.1	3.2	2.6	
	F. Sentence/clause Boundaries	2.9	3.3	2.7	3.2	3.0	2.8	
	G. Sentence Types	2.7	3.1	2.5	2.9	3.0	2.5	
	H. Emphasize Import Words	2.7	3.1	2.6	2.9	3.0	2.4	
	I. English Word Selection	2.9	3.1	2.9	2.9	3.3	2.6	
	J. No Extraneous Sounds	2.7	3.3	2.6	3.0	3.0	2.3	
ROMAN II MEAN		2.8	3.2	2.7	3.0	3.1	2.6	
<i>ROMAN III</i>	<i>This domain assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings.</i>							
	A. Amt Sign Vocab	4.5	4.8	4.3	4.8	4.9	4.4	

B. Signs Made Correctly	4.5	4.8	4.0	4.6	4.9	4.5
C. Fluency	4.2	4.6	3.9	4.3	4.5	3.9
D. Vocab with System	4.3	4.4	4.0	4.6	4.9	4.5
E. Key Vocab Represented	3.2	3.7	2.8	3.6	3.3	3.0
F. F/S Production	4.1	4.4	3.7	4.7	4.2	3.8
G. Spelled Correctly	4.2	4.6	3.7	4.7	4.2	4.2
H. App Use of Fingerspelling	3.0	3.5	2.4	3.7	3.3	2.6
I. Numbers	4.8	5.0	4.6	4.9	4.9	4.7
ROMAN III MEAN	4.1	4.4	3.7	4.4	4.4	4.0
<i>ROMAN IV This domain examines the overall transfer of meaning between languages.</i>						
A. Eye Contact	3.2	3.7	3.0	3.3	3.7	3.0
B. Whole V-S	2.9	3.2	2.7	3.0	3.4	2.8
C. Whole S-V	2.7	3.1	2.5	2.9	3.2	2.5
D. Decalage V-S	2.7	3.0	2.6	2.7	3.2	2.5
E. Decalage S-V	2.6	3.0	2.5	2.8	3.0	2.4
F. Principles of Disc Mapping	1.7	2.3	1.4	1.8	2.7	1.9
G. Who Speaking	2.8	3.4	2.5	2.7	3.3	2.8
ROMAN IV MEAN	4.6	3.1	2.5	2.7	3.2	2.6

Table 6. EIPA Competency Scores by State and by Region

Although not statistically significant ($f=1.387$, $p=0.2854$, $p<.05$), Region II interpreters fall behind the state mean across all domains. The other issue that is apparent is the statewide results where Domain I is a higher scoring domain when contrasted with Domain II. This follows the national trends and is indicative of most educational interpreters' working from English to sign. 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.

Table 7 details the competency scores by the mean score of that competency with each Tier. The general trajectory of skill development is readily captured in Figure 14.

EIPA Competency Scores by State and by Tier

Domain	Competency	State	Tiers			
			I	II	III	HQ
ROMAN I	<i>This domain assesses an interpreter's skills at transferring meaning from English to sign.</i>					
	A. Stress Important Words	3.1	2.0	3.2	3.7	3.5
	B. Affect/Emotions	3.2	2.1	3.2	3.9	3.8
	C. Register	2.9	1.7	2.9	3.6	3.5
	D. Sentence Boundaries	3.3	2.3	3.3	4.0	3.6
	E. Boundaries Indicated	3.1	2.2	3.0	3.8	3.8
	F. Non-Manual Markers	2.5	1.6	2.4	3.2	3.2
	G. Verb Directionality/Pronom.	3.0	1.9	2.9	3.5	3.9
	H. Comparison/Contrast	2.6	1.8	2.6	3.2	3.6
	I. Classifiers	2.3	1.5	2.2	2.8	3.2
	J. Grammar	2.6	1.8	2.6	3.2	3.5
	K. Eng. Morph Marking	<i>Note this competency is only evident in MCE exams.</i>				
	L. Mouthing	4.6	3.7	4.7	4.9	4.7
ROMAN I MEAN		3.0	2.0	3.0	3.6	3.7
ROMAN II	<i>This domain assesses an interpreter's skills at transferring meaning from sign to English</i>					
	A. Signs	3.1	2.7	3.0	3.4	4.0
	B. Fingerspelling/Numbers	2.3	1.7	2.3	2.8	3.3
	C. Register	2.8	2.3	2.7	3.3	3.5
	D. Non-Manual Markers	2.4	1.9	2.3	2.9	3.2
	E. Rate, Rhythm, Fluency	3.0	2.5	2.8	3.5	3.8
	F. Sentence/clause Boundaries	2.9	2.2	2.7	3.4	3.8
	G. Sentence Types	2.7	2.0	2.6	3.2	3.5
	H. Emphasize Import Words	2.7	2.0	2.6	3.2	3.5
	I. English Word Selection	2.9	2.4	2.7	3.2	3.7
	J. No Extraneous Sounds	2.7	2.2	2.6	3.1	3.7
ROMAN II MEAN		2.8	2.2	2.6	3.2	3.6
ROMAN III	<i>This domain assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings.</i>					
	A. Amt Sign Vocab	4.5	3.5	4.6	5.0	4.9
	B. Signs Made Correctly	4.5	3.6	4.5	5.0	4.6
	C. Fluency	4.2	3.0	4.3	4.6	4.5
	D. Vocab with System	4.3	3.4	4.5	4.5	4.7
	E. Key Vocab Represented	3.2	2.0	3.2	3.9	3.7
	F. F/S Production	4.1	3.0	4.3	4.6	4.4
	G. Spelled Correctly	4.2	3.1	4.4	4.6	4.5
	H. App Use of Fingerspelling	3.0	1.7	3.1	3.7	3.4
	I. Numbers	4.8	4.3	4.9	5.0	5.0

ROMAN III MEAN	4.1	3.1	4.2	4.5	4.4
<i>ROMAN IV This domain examines the overall transfer of meaning between languages.</i>					
A. Eye Contact	3.2	2.3	3.1	3.7	4.0
B. Whole V-S	2.9	2.0	2.9	3.3	3.6
C. Whole S-V	2.7	2.0	2.5	3.2	3.6
D. Decalage V-S	2.7	1.9	2.7	3.1	3.2
E. Decalage S-V	2.6	1.9	2.4	3.2	3.4
F. Principles of Disc Mapping	1.7	0.8	1.7	2.3	2.6
G. Who Speaking	2.8	2.0	2.6	3.3	3.6
ROMAN IV MEAN	4.6	1.8	2.6	3.2	3.4

Table 7. EIPA Competency scores by state and by tier

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 8 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 with SCEIC Tier Assignments

Competencies	Tier Focal Point
Vocabulary Development	Orange
Body/Face for Affect	Orange
Simple Question Forms	Orange
Simple spatial placements	Orange/Green
Complex grammar	Green
Complex use of space	Green
Speaker/Narrative shifts	Green/Blue
Non-manual Markers	Blue
Overall Content Efficacy	Blue
Discourse Mapping/Cohesion	Blue

Table 8. EIPA Diagnostic Center Attribution of Skill Development Order with SCEIC Tier Assignments

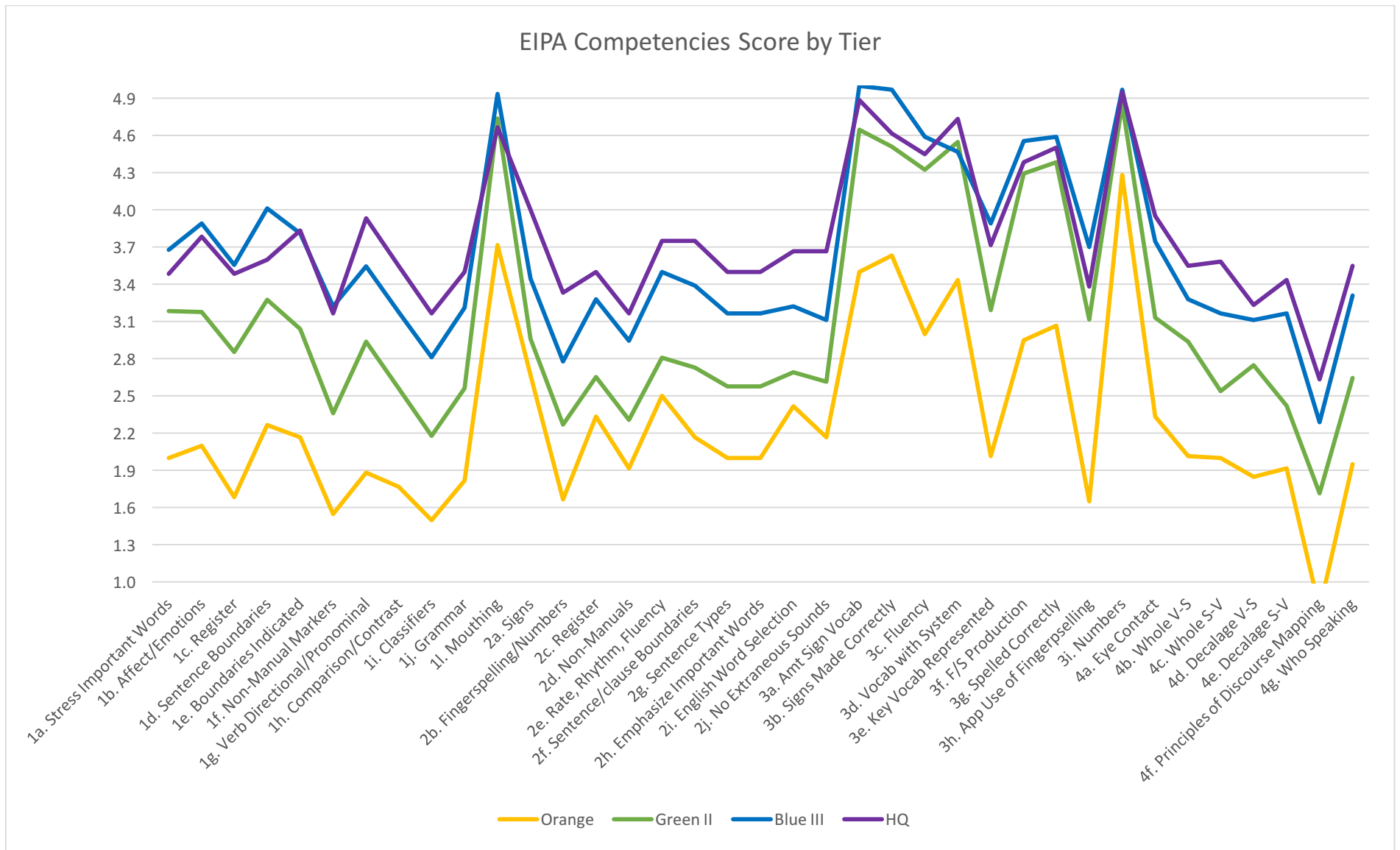


Figure 14. EIPA Competency Scores by Tier

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.

CUED LANGUAGE TRANSLITERATORS

The EIPA Diagnostic Center Cued Language Transliterator (EIPA:CLT) testing will not be made available until the 2018-2019 academic year. In discussions with the CLT population in Greenville county, the SCEIC is currently exploring the national cued language transliterator examination as an alternative. Until that testing is completed the SCEIC cannot begin to determine what the professional development needs are for the Cued Language Transliterator population. Testing needs for Cued Language Transliterators are detailed in Table 9.

Cued Language Transliterator Testing Needs

	Completed	Scheduled	Remaining
Cued Language Transliterators	0	0	16

Table 9. Cued Language Transliterator Testing Needs

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). 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 177 questions addressing information Educational Interpreters should know in the following core domain areas: (a) Student Development, (b) Cognitive Development, (c) Language Development, (d) Education, (e) Interpreting, (f) Linguistics, (g) Medical Aspects of Deafness, (h) Sign Systems, (i) Tutoring, (j) Guidelines for Professional Conduct, (k) Culture, (l) Literacy, (m) Roles and Responsibilities, and, (n); Technology (Boystown National Research Hospital, n.d., *EIPA content standards*).

Number of Educational Interpreters Taken the EIPA:WT and Pass Rate by Region

REGION	Administered (Documented)	Pass Rate	To Test/Retest
Region I: Upstate	16	100%	9
Region II: PeeDee	14	57%	10
Region III: Midlands	13	85%	12
Region IV: Charleston	4	50%	8
Region V: Lower Coast	9	78%	9
Cued Language Transliterators	16	38%	10
Total	72	69%	58

Table 10. Number of Educational Interpreters Taken the EIPA:WT and Pass Rate by Region

The SCEIC administered 48 EIPA: WT examinations for Educational Interpreters and Cued Language Transliterators and documented 24 Educational Interpreters as having passed

the EIPA:WT previously. **These findings indicate a 76% pass rate on the EIPA:WT for Educational Interpreters.** Table 10 details the number of Educational Interpreters who have taken the EIPA: WT and the pass rate by each region. Excluding Cued Language Transliterators, Figure 15, illustrates these findings.

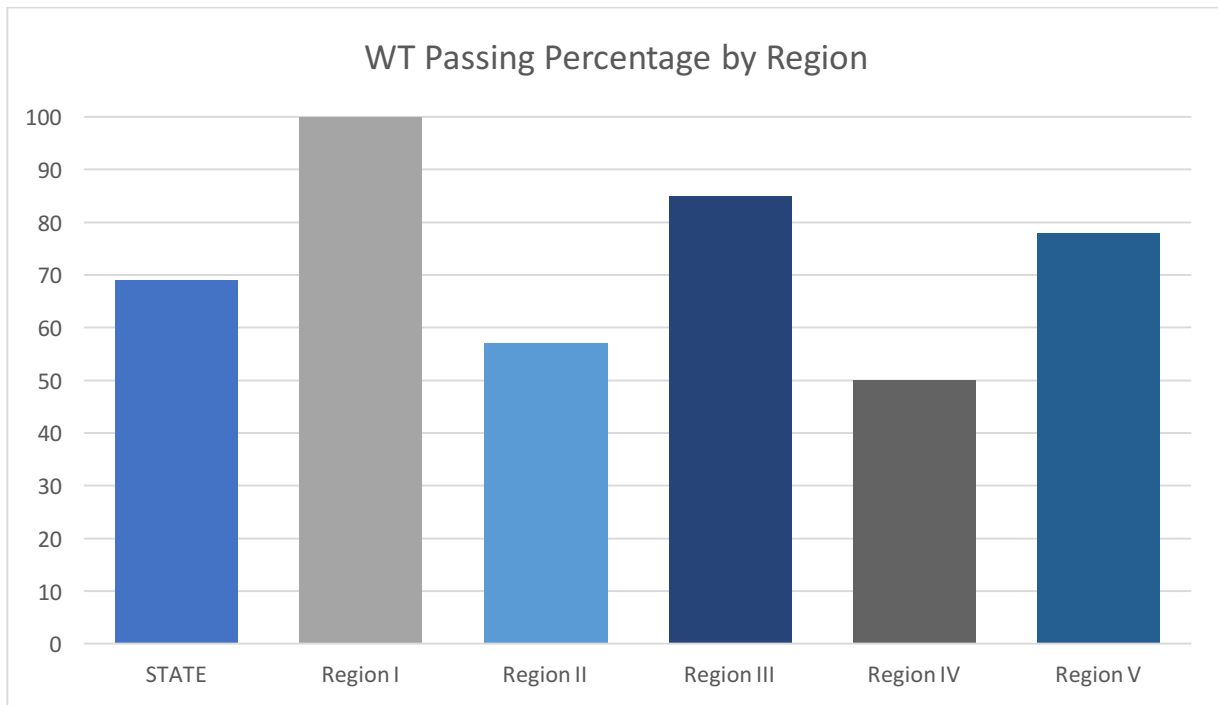


Figure 15. WT Passing Percentage by Region (including CLT)

Shifting to a regional focus, Table 11 outlines the specific passing rate of each Tier and how educational interpreters scored. It is noted here there is no statistically significant difference between the Tiers ($f= 0.67868, p=0.569485, p < .05$). This result confirms the overt difference between knowledge based and skills based competencies. However, contrasting the Cued Language Transliterators with the Educational Interpreters, does indicate a statistical significance. ($f=2.756, p= .035567, p < .05$). Whether or not the EIPA:WT is an appropriate knowledge assessment tool for Cued Language Transliterators is under review.

EIPA: WT Testing by Performance Tier

	Administered	Pass Rate
Tier I (<2.7)	11	64 %
Tier II (2.8-3.4)	20	75 %
Tier III (3.5-3.9)	10	90 %
HQ	10	80 %
CLT	16	38 %
Inactive Interpreters	5	
TOTAL	72	

Table 11. EIPA: WT Testing by Performance Tier

Figure 16 outlines the passing rate of educational interpreters by assigned Tier. It is noteworthy that Tier III Educational Interpreters are passing the EIPA:WT at higher percentages than Educational Interpreters who are already considered Highly Qualified. This is not unsurprising as many Highly-Qualified interpreters hold national certification, although it too has a knowledge examination, it does not address any factors integral to interpreting in educational settings such as child development, language or cognitive development, education or technology. In other words, many nationally certified interpreters may have never been assessed in these domain areas.

While the overall pass rate is important, the EIPA:WT assesses educational interpreter knowledge competencies across nine different domain areas. The specific domain areas and it relates to each tier is outlined in Table 12. Following the table is Figure 17 which captures the same data set.

WT Passing Percentage by Tier

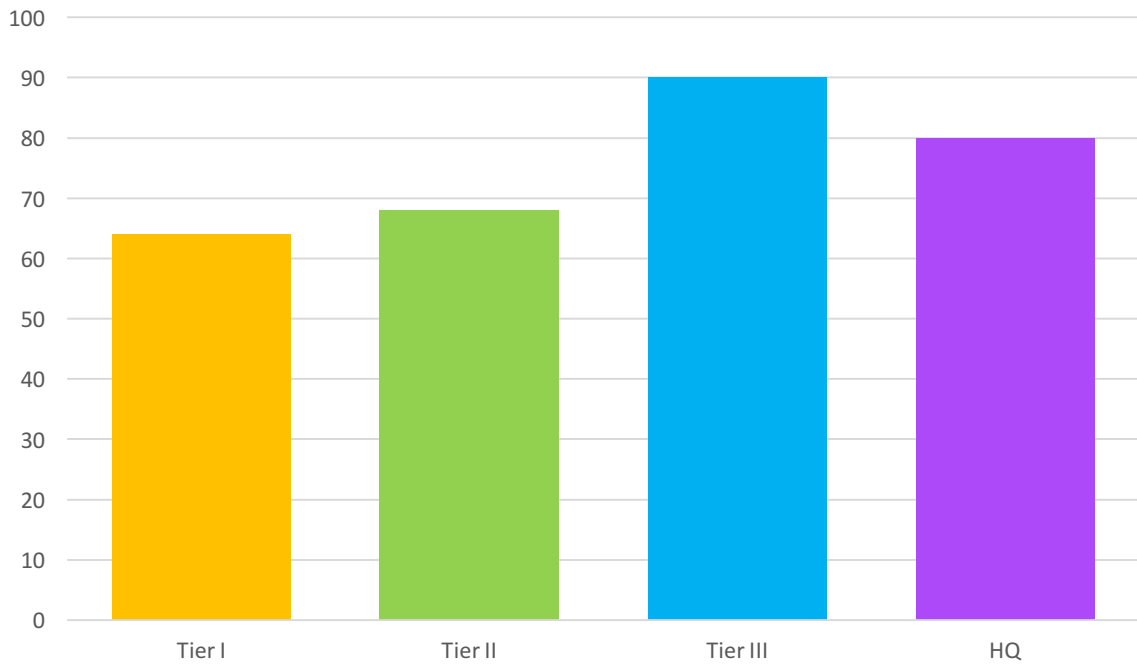


Figure 16. WT Passing Percentage by Tier

EIPA: WT Domain Area Scoring Percentage Statewide and by Tier

WT DOMAIN	STATE MEAN	TIER 1 MEAN	TIER 2 MEAN	TIER 3 MEAN	HQ MEAN	CLT MEAN
Child Development	80%	81%	79%	75%	83%	74%
Culture	83%	97%	79%	85%	83%	66%
Education	83%	86%	83%	90%	83%	75%
English	70%	68%	69%	62%	78%	63%
Interpreting	79%	84%	79%	69%	88%	65%
Linguistics	72%	78%	68%	65%	84%	64%
Literacy	82%	90%	82%	78%	74%	71%
Professional Conduct	78%	83%	74%	71%	86%	71%
Technology	78%	78%	78%	62%	82%	78%

Table 12. EIPA: WT Domain Area Scoring Percentage Statewide and by Tier

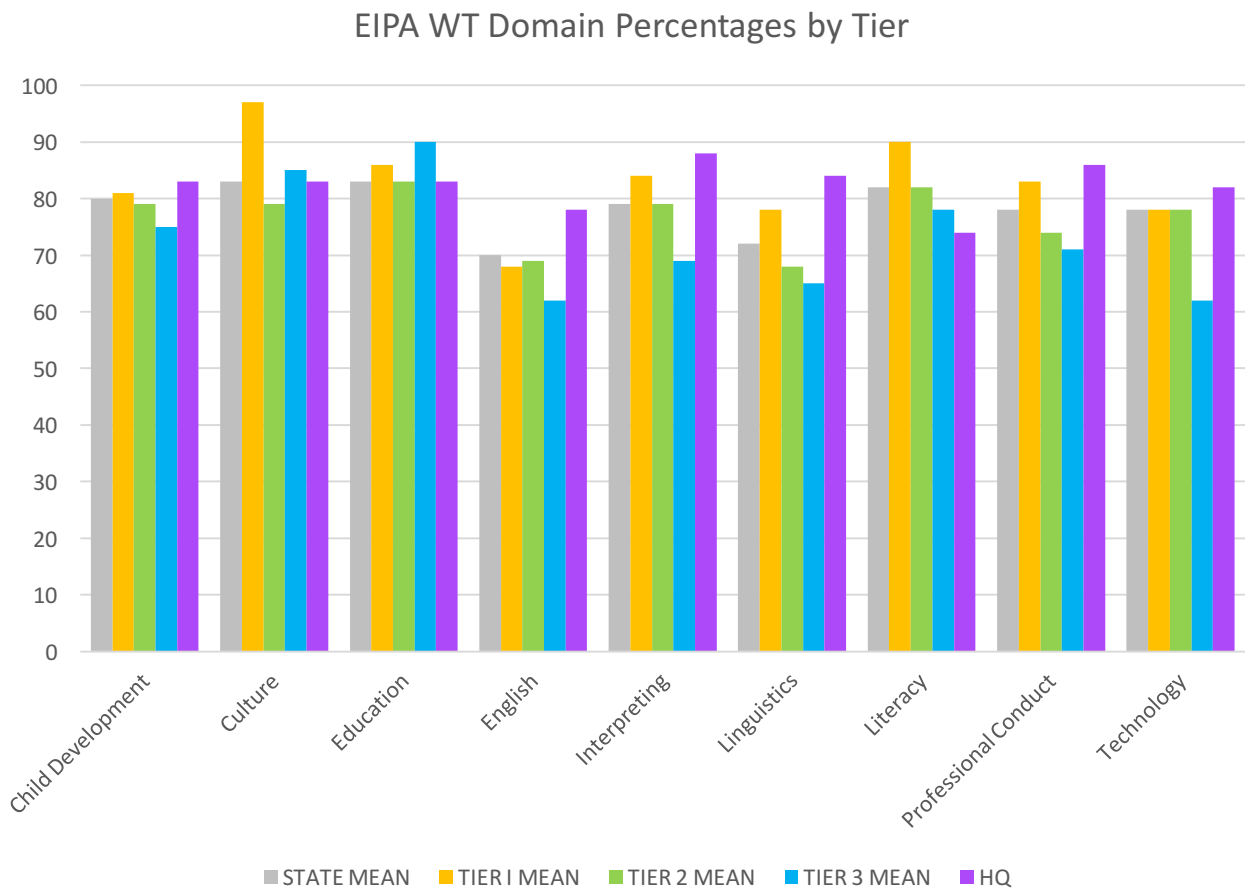


Figure 17. EIPA: WT Domain Percentage by Tier

Here again, other than Cued Language Transliterators, there are no statistically significant differences between each Tier. What is notable is the statewide, and regional reflection, of the low score in the English domain area. Educational interpreters need to be able to identify features of English but seem to struggle with demonstrating that on the EIPA:WT. The SCEIC is actively considering how to approach this issue.

Examining the same dataset from a regional lens, Table 13, itemizes each of the EIPA WT domain areas and the percentage scores across all five regions.

EIPA: WT Domain Area Scoring Percentage Statewide and by Region

WT Domain	State	Region				
		I	II	III	IV	V
Child Development	80%	87%	77%	82%	73%	77%
Culture	83%	93%	85%	80%	80%	67%
Education	83%	87%	83%	83%	76%	87%
English	70%	80%	74%	72%	53%	55%
Interpreting	79%	87%	67%	88%	79%	81%
Linguistics	72%	85%	68%	80%	61%	60%
Literacy	82%	84%	83%	85%	85%	79%
Professional Conduct	78%	75%	78%	81%	82%	74%
Technology	78%	85%	76%	81%	72%	74%

Table 13. EIPA: WT Domain Area Scoring Percentage Statewide and by Region

In all, Figure 18, captures the statewide and regional areas of strength and areas needing development in terms of the knowledge based competencies assessed by the EIPA:WT.

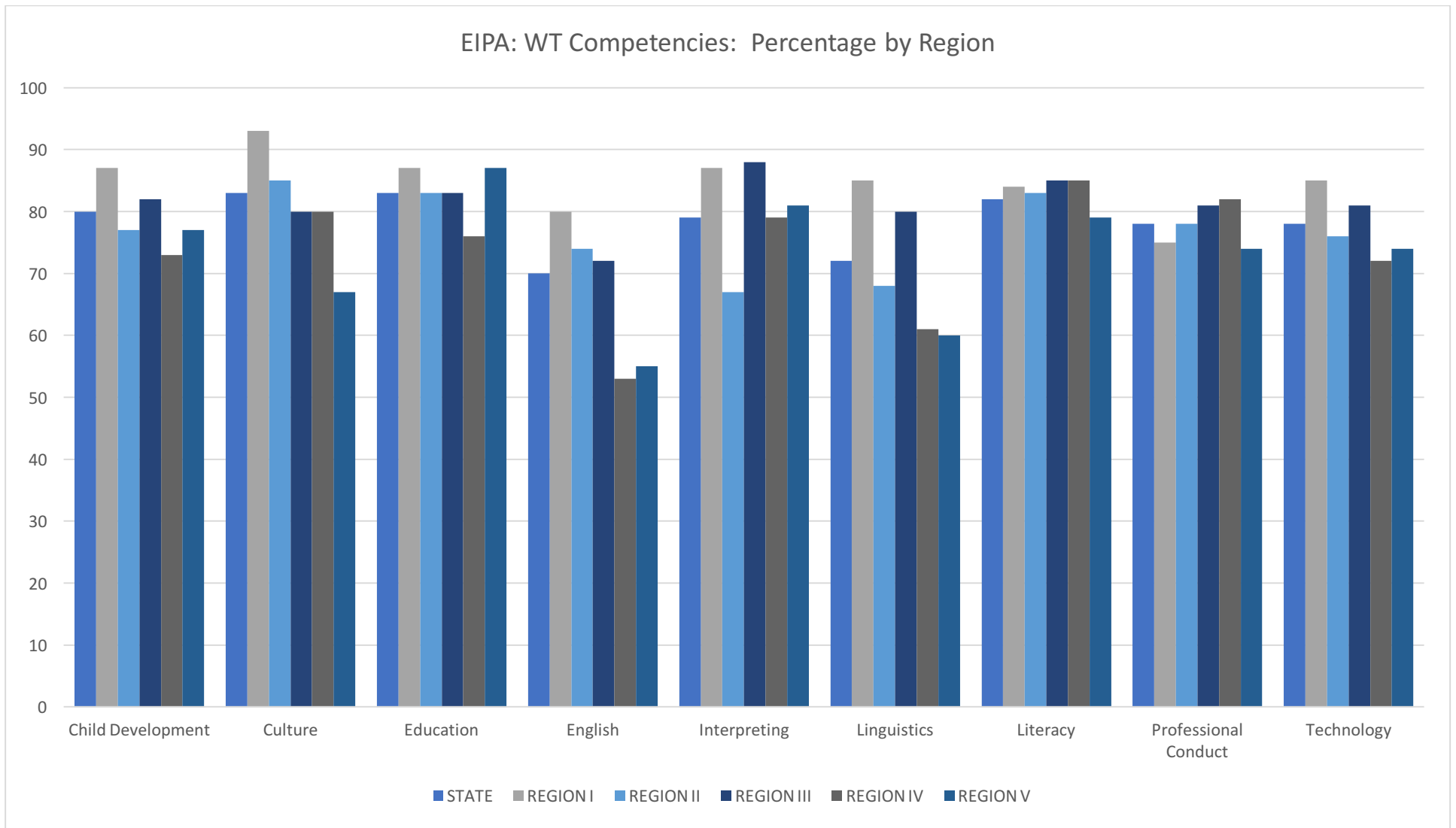


Figure 18. EIPA: WT Competencies: Percentage by Region

EDUCATION

While the SCEIC awaited EIPA and EIPA:WT assessment results to make determinations on the educational need for the 2016-2017 academic year, learning objectives were selected based on national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008) as well as, archival data of EIPA performance assessments of South Carolina Educational Interpreters (South Carolina Association of the Deaf, 2008)..

The SCEIC hosted eight professional development opportunities for educational interpreters and Cued Language Transliterators during the 2016-2017 academic year and 2017 annual Research to Practices Institute. **Seventy-three (73) individual Educational Interpreters and Cued Language Transliterators attended these sessions.** Each education session was granted Registry of Interpreters for the Deaf (RID) Continuing Education Unit (CEU) approval, and the SCEIC coordinated statewide registration, attendance records, and participant summative assessments for each educational session. **During the 2016-2017 year, the SCEIC provided 132 hours of professional education.**

ACADEMIC YEAR EDUCATION SESSIONS

EIPA Written Test Standards

10-11 February 2017

Fitzmaurice

Participants in this session uncovered and discussed each of the core standards embedded in the fourteen domains of the Educational Interpreter Performance Assessment (EIPA)

Written Test. Each core standard including: student development, cognitive development, language development, education, interpreting, linguistics, medical aspects of deafness, sign systems, tutoring, guidelines for professional conduct, culture, literacy, roles & responsibilities and technology was detailed.

Objectives

1. Identify and describe each of the core standards covered on the EIPA written knowledge examination
2. Differentiate between cognitive development and language development
3. Discuss how the approach to interpreting changes relative to a student's physical and cognitive development
4. Identify important characteristics of enculturation and discuss its' impact on the student's learning and development.
5. Identify the roles and responsibilities of the members of the IEP team.
6. Describe technology used by the deaf community and how each piece of technology may impact the education of a deaf or hard of hearing student.

Competencies

WT: student development
WT: cognitive development
WT: language development
WT: education
WT: interpreting
WT: linguistics
WT: medical aspects of deafness
WT: sign systems
WT: tutoring
WT: guidelines for professional conduct
WT: culture,
WT: literacy
WT: roles & responsibilities
WT: technology

Session Evaluation

1. The session was well prepared for and organized:	3.93
2. The session built an understanding of concepts and principles:	3.86
3. The session had clearly stated objectives:	4.00
4. The AV materials were supportive of the subject matter:	3.93
5. My trainer communicated a clear understanding of course content:	3.86
6. My trainer(s) helped me apply theory to solve problems:	3.79
7. The instructional level of this session met my expectations	3.71
8. The trainer addressed my needs to my satisfaction	3.86
9. I will incorporate the skills gained from this session into my work:	4.00
10. This session will contribute to my professional growth:	3.93
11. This session will motivate me to seek further continuing education:	3.93
12. This session was outstanding:	3.86

Select Session Comments

"Most valuable was the willingness to answer questions unrushed and the encouragement of participation and workshop discussions."

"Having a presenter who is a character (a knowledgeable and professional character) definitely made the workshop enjoyable! Having him do one section in ASL was a challenge to my receptive skills, which I need improvement in anyway. It was a good challenge and signing with other interpreters was great practice too!"

Green Eggs and Hamlet: Interpreting Shakespeare and Dr. Seuss

28-29 April 2017

Saunders

When asked to interpret Shakespeare or Dr. Seuss, interpreters often start looking for the nearest exit. This workshop allowed participants to look at bodies of text that are

traditionally established in content, context, and tone, and the obstacles in translation that comes with these traditional views. This workshop provided interpreters with the tools to translate text into ASL without sacrificing content, and preserving the fun and linguistic integrity of these language masters- Dr. Seuss and William Shakespeare (and other writers with similar styles).

Objectives

1. Analyze the content of bodies of text that incorporate challenging contextual formats of English
2. Translate given bodies of text into ASL parameters without strong reliance on only signed English vocabulary
3. To recognize and apply the integrity of the material provided while translating it into clear and concise visual information
4. Challenge traditional mental and linguistic obstacles in translating Shakespeare, Dr. Seuss, and similar works of literature.

Competencies

- I J. Follows grammar of ASL or PSE
- IV B. Developed a sense of the whole message V-S
- IV F. Follow principles of discourse mapping

Session Evaluation

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.00 |
| 2. The session built an understanding of concepts and principles: | 4.00 |
| 3. The session had clearly stated objectives: | 3.75 |
| 4. The AV materials were supportive of the subject matter: | 3.87 |
| 5. My trainer communicated a clear understanding of course content: | 4.00 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.00 |
| 7. The instructional level of this session met my expectations | 4.00 |
| 8. The trainer addressed my needs to my satisfaction | 4.00 |

9. I will incorporate the skills gained from this session into my work:	4.00
10. This session will contribute to my professional growth:	4.00
11. This session will motivate me to seek further continuing education:	3.87
12. This session was outstanding:	4.00

Select Session Comments

Portion most interesting or valuable: "Linear narrative, looking at the historical importance of Shakespeare."

" Listening to the other interpreters give feedback during our breaks and lunch, this made me want more. Each presenter had knowledge that could really help all of us to become better and more qualified as educational interpreters."

"The most interesting and valuable portion of this session was the actual participation of my peers and having Crom give advice on how to improve our processes."

ASL Vernacular

28-29 April 2017

Virnig

This workshop focused on the visual vernacular of ASL. The linguistic experience of ASL is that communication is not confined by the limits of spoken English. Educational Interpreters explored the importance of facial expression, classifiers, 3D space, and more while learning, practicing, and engaging with the linguistic features of ASL.

Objectives

1. List & explain at least two benefits of interpreting the visual vernacular of ASL
2. Analyze a situation or story and prepare an appropriate ASL version
3. Observe and demonstrate at least 4 of the ASL features

4. Demonstrate how to assume a character or object for visual clarity, understanding, and enjoyment.
5. Create or retell a story using visual ASL

Competencies

- I A. Stress/emphasis for important words or phrases
- I B. Affect/emotions
- I C. Register
- I D. Sentence boundaries
- I F. Production and use of non-manual adverbial/adj. markers
- I G. Use of verb directionality/pronominal system
- I H. Comparison/contrast, sequence and cause/effect
- I I. Location/relationship using ASL classifier system
- I J. Follows grammar of ASL or PSE

Session Evaluation

1. The session was well prepared for and organized:	3.85
2. The session built an understanding of concepts and principles:	3.92
3. The session had clearly stated objectives:	3.77
4. The AV materials were supportive of the subject matter:	3.69
5. My trainer communicated a clear understanding of course content:	3.77
6. My trainer(s) helped me apply theory to solve problems:	3.77
7. The instructional level of this session met my expectations	3.69
8. The trainer addressed my needs to my satisfaction	3.77
9. I will incorporate the skills gained from this session into my work:	3.92
10. This session will contribute to my professional growth:	3.85
11. This session will motivate me to seek further continuing education:	3.85
12. This session was outstanding:	3.92

Select Session Comments

"Dack Virnig is such a character! He is very skilled at what he does and was a joy to watch and learn from. He also had everyone do many games/challenges and although it was stressful (being in front of a group of people is not ideal), it helped us with our skills tremendously. It was also great when he complimented us when we finished whatever we were doing, but even if it wasn't necessarily up to his standards, he would give us suggestions or show us how to do something better. He was never condescending."

"I loved the structure of the workshop- he introduced the skill to work on (classifiers, non-manual markers, etc.), gave very clear and helpful tips, showed excellent examples, then had us try to apply the skill."

Overview of the EIPA Assessment Tool: What is Measured and Why

28-29 April 2017

Beaurivage

This workshop provided participants with an overview of the EIPA assessment features that are measured, and the importance of each item. Interpreters developed a better understanding of each linguistic feature measured and how each item impacts an individual's ability to deliver an effective interpretation that reflects the speaker's intentions. Educational Interpreters also covered how they can use the results of the EIPA assessment to develop a Professional Development Plan.

Objectives

1. Participants will be able to identify and explain 10 out of 37 linguistic features that are measured on the EIPA performance evaluation.
2. Participants will be able to define what is meant by "discourse mapping," as measured on the EIPA performance evaluation.

3. Participants be able to write 2 goals and identify activities and resources that would support each goal.

Competencies

All competencies

Session Evaluation

1. The session was well prepared for and organized:	3.86
2. The session built an understanding of concepts and principles:	3.86
3. The session had clearly stated objectives:	3.86
4. The AV materials were supportive of the subject matter:	4.00
5. My trainer communicated a clear understanding of course content:	4.00
6. My trainer(s) helped me apply theory to solve problems:	3.71
7. The instructional level of this session met my expectations	3.71
8. The trainer addressed my needs to my satisfaction	3.43
9. I will incorporate the skills gained from this session into my work:	4.00
10. This session will contribute to my professional growth:	3.86
11. This session will motivate me to seek further continuing education:	3.86
12. This session was outstanding:	3.57

Select Session Comments

"Amazing instructor and applicable material"

EIPA Written Test Standards for Cued Language Transliterators

20 May 2017

Spainhour

Cued Language Transliterators in this session uncovered and discussed each of the core standards embedded in the fourteen domains of the Educational Interpreter Performance Assessment (EIPA) Written Test. Each core standard including: student development, cognitive development, language development, education, interpreting, linguistics,

medical aspects of deafness, sign systems, tutoring, guidelines for professional conduct, culture, literacy, roles & responsibilities and technology was detailed.

Objectives

1. Identify and describe each of the core standards covered on the EIPA written knowledge examination
2. Differentiate between cognitive development and language development
3. Discuss how the approach to interpreting changes relative to a student's physical and cognitive development
4. Identify important characteristics of enculturation and discuss its' impact on the student's learning and development.
5. Identify the roles and responsibilities of the members of the IEP team.
6. Describe technology used by the deaf community and how each piece of technology may impact the education of a deaf or hard of hearing student.

Competencies

WT: student development
WT: cognitive development
WT: language development
WT: education
WT: interpreting
WT: linguistics
WT: medical aspects of deafness
WT: sign systems
WT: tutoring
WT: guidelines for professional conduct
WT: culture,
WT: literacy
WT: roles & responsibilities
WT: technology

Session Evaluation

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 3.00 |
|---|------|

2. The session built an understanding of concepts and principles:	2.71
3. The session had clearly stated objectives:	3.29
4. The AV materials were supportive of the subject matter:	3.29
5. My trainer communicated a clear understanding of course content:	3.14
6. My trainer(s) helped me apply theory to solve problems:	2.71
7. The instructional level of this session met my expectations	2.43
8. The trainer addressed my needs to my satisfaction	2.57
9. I will incorporate the skills gained from this session into my work:	2.29
10. This session will contribute to my professional growth:	2.29
11. This session will motivate me to seek further continuing education:	2.57
12. This session was outstanding:	2.43

Select Session Comments

Portion most interesting and valuable: "The teacher's personal experiences and insight on applying the standards in practice."

"All of it will be covered on the EIPA WT, therefore it is all valuable."

Overview of the EIPA Assessment Tool: What is Measured and Why II

2-3 June 2017

Beaurivage

This workshop provided participants with an overview of the EIPA assessment features that are measured, and the importance of each item. Interpreters developed a better understanding of each linguistic feature measured and how each item impacts an individual's ability to deliver an effective interpretation that reflects the speaker's intentions. Educational Interpreters also covered how they can use the results of the EIPA assessment to develop a Professional Development Plan.

Objectives

1. Participants will be able to identify and explain 10 out of 37 linguistic features that are measured on the EIPA performance evaluation.
2. Participants will be able to define what is meant by "discourse mapping," as measured on the EIPA performance evaluation.
3. Participants be able to write 2 goals and identify activities and resources that would support each goal.

Competencies

All competencies

Session Evaluation

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.00 |
| 2. The session built an understanding of concepts and principles: | 4.00 |
| 3. The session had clearly stated objectives: | 4.00 |
| 4. The AV materials were supportive of the subject matter: | 4.00 |
| 5. My trainer communicated a clear understanding of course content: | 4.00 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.00 |
| 7. The instructional level of this session met my expectations | 4.00 |
| 8. The trainer addressed my needs to my satisfaction | 4.00 |
| 9. I will incorporate the skills gained from this session into my work: | 4.00 |
| 10. This session will contribute to my professional growth: | 4.00 |
| 11. This session will motivate me to seek further continuing education: | 3.00 |
| 12. This session was outstanding: | 4.00 |

Select Session Comments

Portion most interesting or valuable: "Interpreting practice of previously analyzed vignetteand then receiving Francis' feedback."

"Extremely blessed by intimately small group. Presenter was gracious to answer the million questions triggered by her presentation even if not directly connected to the content."

ASL Vernacular II

2-3 June 2017

Virnig

This workshop focused on the visual vernacular of ASL. The linguistic experience of ASL is that communication is not confined by the limits of spoken English. Educational Interpreters explored the importance of facial expression, classifiers, 3D space, and more while learning, practicing, and engaging with the linguistic features of ASL.

Objectives

1. List & explain at least two benefits of interpreting the visual vernacular of ASL
2. Analyze a situation or story and prepare an appropriate ASL version
3. Observe and demonstrate at least 4 of the ASL features
4. Demonstrate how to assume a character or object for visual clarity, understanding, and enjoyment.
5. Create or retell a story using visual ASL

Competencies

- I A. Stress/emphasis for important words or phrases
- I B. Affect/emotions
- I C. Register
- I D. Sentence boundaries
- I F. Production and use of non-manual adverbial/adj. markers
- I G. Use of verb directionality/pronominal system
- I H. Comparison/contrast, sequence and cause/effect
- I I. Location/relationship using ASL classifier system
- I J. Follows grammar of ASL or PSE

Session Evaluation

1. The session was well prepared for and organized:	3.80
2. The session built an understanding of concepts and principles:	4.00
3. The session had clearly stated objectives:	4.00
4. The AV materials were supportive of the subject matter:	4.00
5. My trainer communicated a clear understanding of course content:	4.00
6. My trainer(s) helped me apply theory to solve problems:	4.00
7. The instructional level of this session met my expectations	4.00
8. The trainer addressed my needs to my satisfaction	3.80
9. I will incorporate the skills gained from this session into my work:	4.00
10. This session will contribute to my professional growth:	4.00
11. This session will motivate me to seek further continuing education:	4.00
12. This session was outstanding:	4.00

Select Session Comments

"The structure of stories in ASL, facial expression and the importance of gestures and classifiers in conveying a story were very informative. Thanks Dack for sharing!"

Making Faces

2-3 June 2017

Saunders

ASL grammar includes a great deal more than just sign vocabulary and placement. This workshop focused on the use of facial expressions as a key linguistic tool in translating from English to ASL and vice versa.

Objectives

1. Attendees will analyze facial markers for grammatical and tone/emphasis value and learn to maximize facial expressions as means of

interpreting/communication in ASL/English environments. Mouthing morphemes, eyebrow usage, and other NMS will be discussed. Idiomatic ASL will also be covered.

Competencies

- I F. Production and use of non-manual adverbial/adj. markers
- IV F. Follow principles of discourse mapping

Session Evaluation

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

Select Session Comments

I found the entire workshop interesting and valuable. Crom rocks.
Portion most interesting or most valuable: "The many uses of expressions in the grammar of ASL."

RESEARCH TO PRACTICES INSTITUTE 2017

The annual Research to Practices Institute is a four-day professional learning opportunity offered by the South Carolina Department of Education and features several

special education sessions offered at no cost to participants. With an objective to promote improvement in educational and behavioral outcomes for students with disabilities, the 2017 Research to Practices Institute offered approximately 170 sessions in the following strands: Awareness; Communicative Competency; Inclusion/Co-Teaching; Learning Strategies; Preschool; Reading Interventions & Supports; Transition; Standards; Behavioral Supports; Family and Community Resources; Instructional Practices; Para Educators; Technical Guidance; and Student Leadership & Self-Determination. As part of this opportunity, the SCEIC offered four different education sessions ranging from one day to four days. What follows, reports on those sessions.

Conveying Key Vocabulary for Educational Interpreters

24 July 2017

Fitzmaurice

Representing key vocabulary in an interpretation is a vital, yet difficult to master skill when working between ASL and English. Interpreters often struggle identifying and conveying key vocabulary. As also reflected in national results (Johnson, Brown, Taylor & Austin, 2014; Schick 2005), statewide Educational Interpreter Performance Assessment (EIPA) data from South Carolina educational interpreters (2008) indicate identifying key vocabulary and fingerspelling are one of the lowest ranking criterion scores in the Sign-to-English domain.

This session explored the relevance of conveying and identifying strategies to convey key vocabulary in classroom discourse. Participants practiced recognizing key vocabulary while interpreting and rehearse conveying such in a linguistically appropriate way. Lastly, in this session, educational interpreters designed a professional development plan to enact.

Objectives

Participants will:

1. explore the importance of conveying key vocabulary
2. identify strategies to convey key vocabulary
3. rehearse identifying and conveying key vocabulary in a variety of source texts, and
4. formulate a professional development plan related to this topic.

Competencies

- III: E Key Vocabulary represented
- III: H Appropriate use of fingerspelling
- III F. Production of fingerspelling
- III G. Spelled correctly
- III H. Appropriate use of fingerspelling
- IIII. Production of numbers

Session Evaluation

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.89 |
| 2. The session built an understanding of concepts and principles: | 4.89 |
| 3. The session had clearly stated objectives: | 4.89 |
| 4. The AV materials were supportive of the subject matter: | 4.78 |
| 5. My trainer communicated a clear understanding of course content: | 5.00 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.78 |
| 7. The instructional level of this session met my expectations | 4.89 |
| 8. The trainer addressed my needs to my satisfaction | 4.89 |
| 9. I will incorporate the skills gained from this session into my work: | 4.67 |
| 10. This session will contribute to my professional growth: | 4.78 |
| 11. This session will motivate me to seek further continuing education: | 4.89 |
| 12. This session was outstanding: | 4.56 |

Select Session Comments

I love that Steve makes us lift-up our hands, pretty immediately, and practice. This is how I realize I don't use the skill - in this case, bow-tying - like I think I do. The quick transitions from lecture and demonstration to actual practice, and back, were valuable for me to discover for myself what Steve has told us ("you can think you do something in your work that you don't consistently do...")

Steve did an outstanding job conveying the information. I think we get better and better at targeting the need of the interpreters who come to RTP.

Educational Interpreting: Easy as 1, 2, 3... or is it?

25 July 2017

Evans

Numbers are a basic expression of language fluency yet many interpreters do not produce ASL numbers accurately. Interpreters need to know how to correctly convey the following: Channel 4, four children, 4th in a sequence, and the last four digits of a SSN. Hint: only one is produced palm in, and only one is produced palm out.

Numbering systems differ in English and ASL. English is relatively straightforward with only two categories. ASL, however, has over two dozen systems including nominals, quantifiers, sequential, and informational. While many systems are familiar, educational interpreters can struggle with which to use. This is especially true with some of the more unique categories. Expressing ASL numbers incorrectly can make an interpreted message difficult for Deaf students to understand.

Objectives

1. Identify at least five different numbering systems in ASL
2. Articulate correctly at least five systems

3. Demonstrate correct usage of at least five systems in an ASL message

Competencies

II: B Fingerspelling and numbers

III: I Production of 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

Select Session Comments

The video clips of examples of different numeric systems had been well selected and well thought out. There were different video series used, including older, classic videos that had been converted to DVD. The level of expertise on the subject matter was very, very deep. I don't think you could find a team with more expertise, and it was clear that David and Jeremy have both had much discussion with others when studying numbers. They welcomed our questions and worked with us collaboratively to expand our collective knowledge.

Truly, I gained more practical knowledge in this workshop than any other. It will greatly impact my interpreting from this point on. Everything from the presentation to the practice as well as the discussion was engaging and thought-provoking.

The Interpreting Process. Intention or Retention?

26-27 July 2017

Evans

Interpreters often worry about forgetting what speakers say or sign. This session explored a different way to approach the work in that interpreters do not necessarily have to try to capture source texts in their short-term memory (a task for which it is not well suited) rather could let the understanding of the message—based on perceived speaker goal and affect—inform the interpreter’s decisions in creating target texts. Many highly skilled, interpreters employ this strategy everyday in their ASL-English interpreting work. Using the *Integrated Model of Interpreting* (widely known as the Colonomos Model), participants worked collaboratively to understand source messages and create interpretations based on speaker goal and affect (intention) rather than the speaker’s words or signs (retention). Educational Interpreters also practiced ways of discussing their work using non-evaluative language.

Objectives

1. Analyze texts to determine speaker goal
2. Identify affect type and degree in speakers and texts
3. Discuss source and target texts using non-evaluative language

Competencies

IV: B Develop a sense of the whole message

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:	4.67
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:	4.67
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:	4.67
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:	4.83

Select Session Comments

I found most valuable the explanation of locating the true meaning and power of picking the right word. Letting go if wanting to get ever bit of the message to focus on meaning.

I loved seeing the examples in ASL and getting to practice on the spot.

The Conceptual Universe and Depiction

24-27 July 2017

Smith

Sign language interpreters typically seek message equivalency. The interpreter education landscape has historically focused on language acquisition, interpreting models, and other tools to assist second language users to become familiar with ASL

grammar and provide techniques to provide message equivalency (Cokely, 1984. Lee, 1992). These sets of theoretical directions leave the interpreter to make decisions without an explicit guide. The goal is to break the source message from its form and reconstruct the target message within the constraints of its linguistic system...but how?

When presented with a flowchart of guided questions, participants discovered more effective and reproducible results in message comprehension and translation of the target language. This is parsing: to separate out and compartmentalize the message to unpack, understand, and practice English-to-ASL interpreting with detailed steps that utilize the interpreter's abilities and knowledge of both languages.

This four- day workshop instructed participants on how to parse written English texts using a flowchart to guide comprehension of the English text (and detachment from it) and provide structured choices for the target text. This deliberate practice provided the key to creating an internal framework for processed interpretation. With continued use and internalization of the process, participants were encouraged to produce live work with more awareness and intentional choices for creating equivalent messages.

Objectives

1. Define how event space is used within cognitive linguistics
2. Identify when a new space frame is needed within a sample text.
3. Describe how new frames and transitions are built/recognized.
4. Define parsing and explain its application to deliberate practice
5. Identify the possible emotions in a text, understanding the difference between showing and stating emotions

6. Delineate depiction, partitioning, surrogation, networking, affect, mouth morphemes, lexical signs, and fingerspelling
7. Demonstrate several ways to show the required actions in a text
8. Use tools to separate the English to produce a clean image
9. Explain how up to six articulators can be partitioned off
10. Describe how non-manual signals act as a partitioning feature within a blend
11. Describe the five most common mouth morphemes and their role within grammar
12. Describe one technique for vocabulary building in both English and ASL for Deaf children
13. Describe how one tracks a depictive world creation using mental space

Competencies

- IV. B. Developed a sense of the whole message V-S
- IV C. Developed a sense of the whole message S-V
- IV D. Demonstrated process lag time appropriately V-S
- IV E. Demonstrated process lag time appropriately S-V

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: | 4.50 |
| 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 |

Select Session Comments

I found the entire session valuable and interesting especially the opportunity to practice and see the different interpretations of situations was valuable.

One of the most valuable things that I think I learned was more about the concept and idea of the framing technique.

SESSIONS ATTENDANCE

The number of educational interpreters attending each session varied widely. The SCEIC noted offering a series of sessions in early June does not seem to fit with Educational Interpreter's preferred scheduling at the end of the academic year as evidenced by low attendance numbers. Table 14 details attendance at each SCEIC event.

Following the table, Figure 19 explores attendance by Tier group. The SCEIC notes that the Orange I Tier represents 27% of attendees, the Green II Tier 29% of attendees and the Blue III Tier account for 14% of attendees. Cued Language Translitterators represent 12% of workshop attendees (all attending a written test education session) and Highly Qualified interpreters constituted 18% of education session attendees.

2016-2017 Education Session Attendance

Date	Session	Attendance
10-11 February 2017	EIPA Written Test Standards	N=15
28-29 April 2017	Green Eggs and Hamlet: Interpreting Shakespeare and Dr. Seuss	N= 8
28-29 April 2017	ASL Vernacular I	N=13
28-29 April 2017	Overview of the EIPA Assessment Tool: What is Measured and Why I	N=11
20 May 2017	EIPA Written Test Standards for Cued Language Translitterators	N=17
2-3 June 2017	Overview of the EIPA Assessment Tool: What is Measured and Why II	N= 2
2-3 June 2017	ASL Vernacular II	N= 6
2-3 June 2017	Making Faces	N= 1
24 July 2017	Conveying Key Vocabulary for Educational Interpreters	N=12
25 July 2017	Educational Interpreting: Easy as 1, 2, 3... or is it?	N= 9
26-27 July 2017	The Interpreting Process. Intention or Retention?	N= 9
24-27 July 2017	The Conceptual Universe and Depiction	N=10

Table 14. Education Sessions Attendance

PERCENTAGE OF ATTENDEES BY TIER

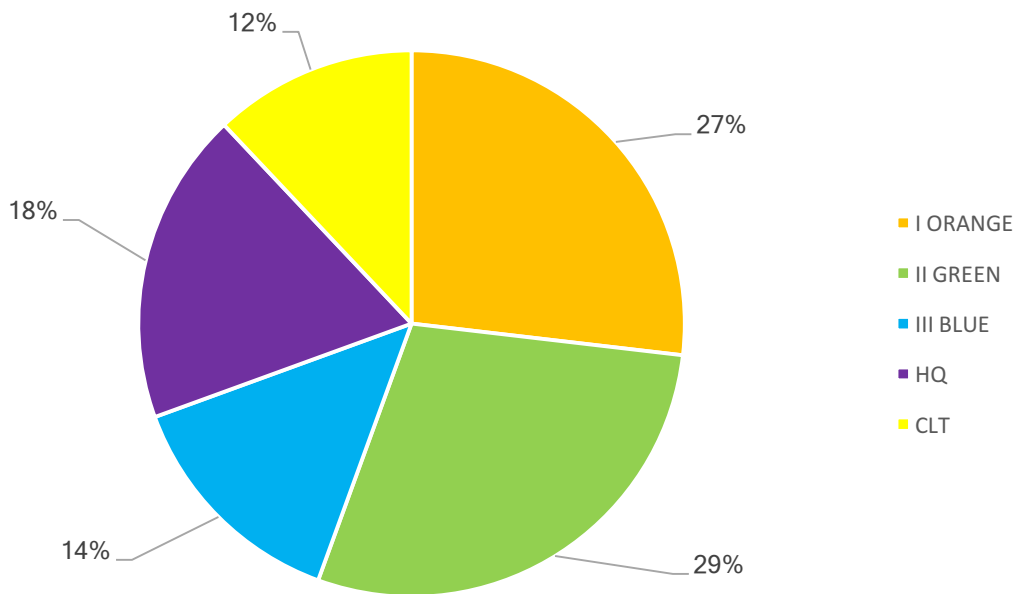


Figure 19. Percentage of Attendees by Tier

It warrants noting 72% of attendees take part in skills focused workshops whereas, 28% of attendees are attending knowledge focused workshops (Figure 20). Contrasting when Educational Interpreters attend workshops (Figure 21), the SCEIC sees the vast majority (63%) attend academic year education sessions versus summertime Research to Practice education sessions (37%). To be clear, there are more skills based and academic year education sessions offered.

TYPE OF SESSION ATTENDED

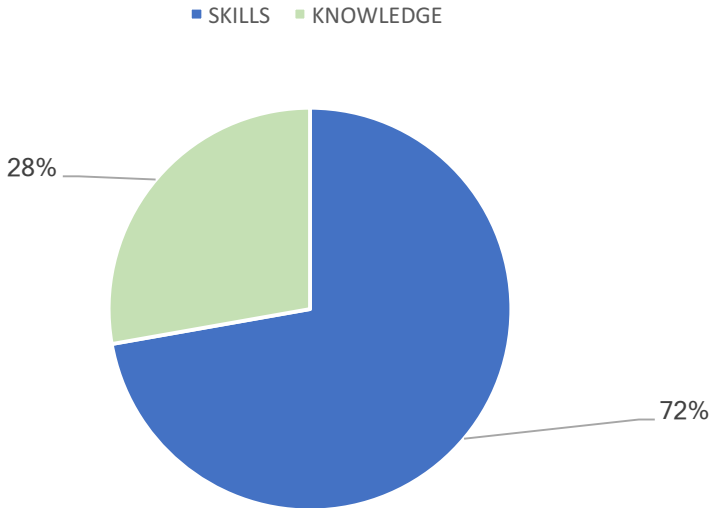


Figure 20. Type of Session Attended

ACADEMIC YEAR VS SUMMER WORKSHOP ATTENDANCE

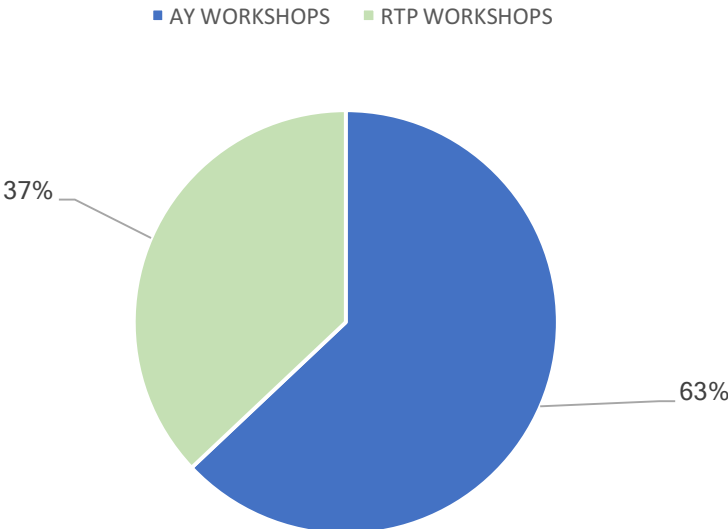


Figure 21. Academic Year Versus Summer Workshop Attendance

Table 15 examines the distribution of interpreters attending workshop by what region they are employed. It is noted the Upstate, PeeDee, and Midlands based educational interpreters yield the highest number of attendees. Even when disaggregated by location (Upstate for AY sessions and Midlands for RTP sessions), Charleston region interpreters are not attending many events. However, despite an occasional lengthy distance Lower Coastal area interpreters are attending a variety of sessions. Location shifts do not appear to be significant ($t=1.5056$, $p=0.170574$, $p<0.5$) in the number of interpreters from a region that attend.

Regional Distribution of Workshop Attendance

	ALL SESSIONS		AY ONLY SESSIONS		RTP ONLY SESSIONS	
	Count	Percent	Count	Percent	Count	Percent
REGION I: Upstate	34	31%	22	20%	12	11%
REGION II: PeeDee	32	30%	21	29%	11	10%
REGION III: Midlands	23	21%	13	17%	10	24%
REGION IV: Charleston	7	6%	4	6%	3	3%
REGION V: Lower Coast	12	11%	9	12%	3	3%
Total	108		69		39	

Table 15. Regional Distribution of Workshop Attendance

These data can also be found in Figure 22.

REGIONAL DISTRIBUTION OF WORKSHOP ATTENDANCE

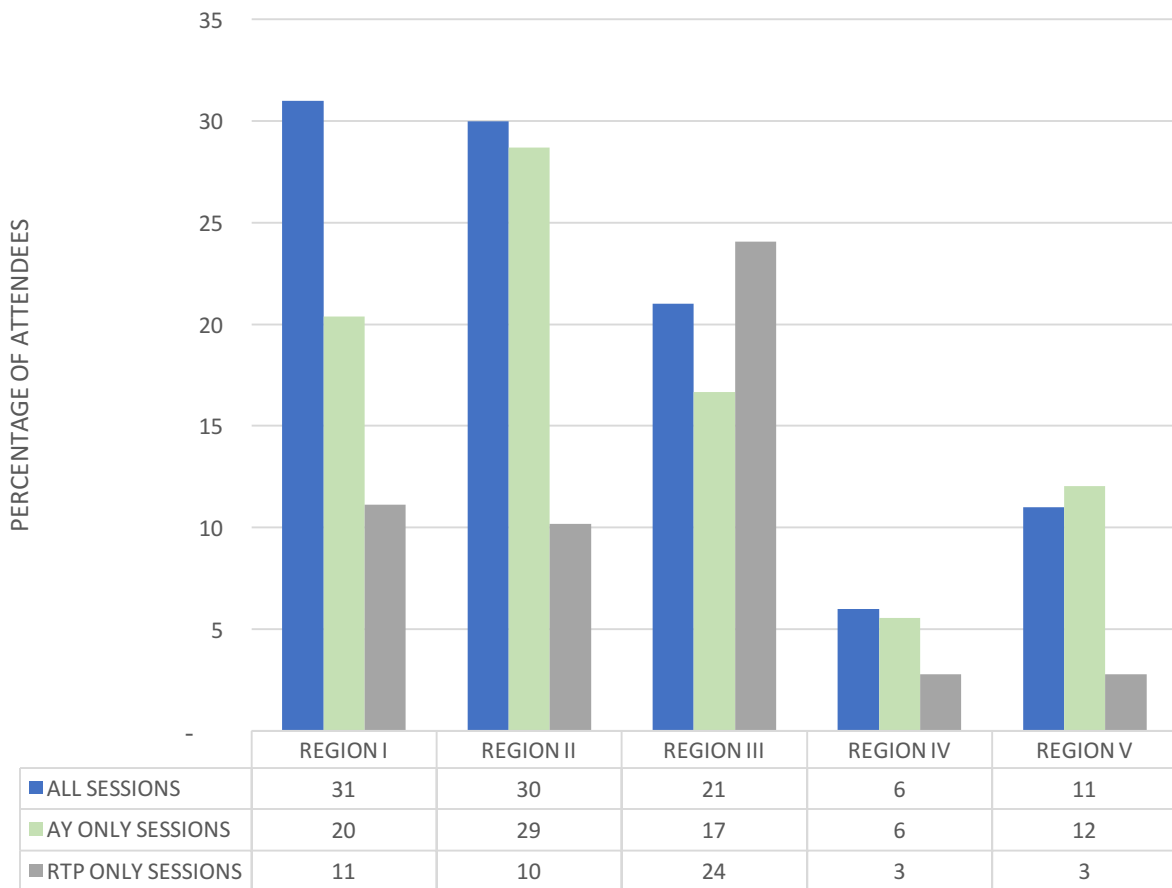


Figure 22. Regional Distribution of Workshop Attendance

PERFORMANCE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS

As the SCEIC awaited baseline EIPA assessment results, we used national empirical findings, data (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008) as well, as archival data of EIPA performance assessments of South Carolina educational interpreters to determine initial competencies to address in education sessions. Since then, the baseline EIPA results analyses confirm the

SCEIC targeted a comprehensive array of competencies. These analyses also confirm that South Carolina EIPA assessment results mirror the national trends (Schick, Williams & Kuppermintz, 2005). Table 16 identifies that state mean in each performance competency and the number of educational sessions in the 2016-2017 year that addressed each specific competency.

EIPA Competencies State Mean and Education Sessions Addressing the Competency			
DOMAIN	COMPETENCY	STATE MEAN	ADDRESSING COMPETENCY
ROMAN I	A Stress Important Words	3.2	√√√√
	B Affect/Emotions	3.3	√√√√
	C Register	2.9	√√√√
	D Sentence Boundaries	3.4	√√√√
	E = Boundaries Indicated	3.2	√√
	F Non-Manual Markers	2.5	√√√√√
	G Verb Directional/Pronominal	3.1	√√√√
	H Comparison/Contrast	2.7	√√√√
	I Classifiers	2.4	√√√√
	J Grammar	2.8	√√√√
	K Eng. Morphological Marking	N/A	√√
	L Mouthing	4.5	√√
	ROMAN II	A Signs	3.1
B Fingerspelling/Numbers		2.4	√√√
C Register		2.8	√√
D Non-Manuals		2.5	√√
E Rate, Rhythm, Fluency		3.0	√√
F Sentence/clause Boundaries		2.9	√√
G Sentence Types		2.7	√√
H Emphasize Important Words		2.7	√√
I English Word Selection		2.8	√√
J No Extraneous Sounds	2.7	√√	
ROMAN III	A Amt Sign Vocab	4.5	√√
	B Signs Made Correctly	4.4	√√
	C Fluency	4.9	√√
	D Vocab with System	4.2	√√
	E Key Vocab Represented	3.1	√√√
	F F/S Production	4.0	√√√

	G	Spelled Correctly	4.1	√√√
	H	App Use of Fingerpselling	3.0	√√√
	I	Numbers	4.7	√√√√
ROMAN IV	A	Eye Contact	3.2	√√
	B	Whole V-S	2.8	√√√√√
	C	Whole S-V	2.6	√√√
	D	Decalage V-S	2.7	√√√
	E	Decalage S-V	2.5	√√√
	F	Principles of Discourse Mapping	1.8	√√√√
	G	Who Speaking	2.8	√√

Table 16. EIPA Competencies State Mean and Education Sessions Addressing the Competency

KNOWLEDGE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS

Similarly, the SCEIC targeted specific knowledge competencies for the EIPA:WT education sessions for both Educational Interpreters and Cued Language Transliterators. Table 15 outlines these competencies and the number of educational sessions in the 2016-2017 year that addressed each specific competency.

EIPA: WT Competencies State Mean, CLT Mean, and Education Sessions Addressing the Competency			
DOMAIN	STATE MEAN	CLT MEAN	ADDRESSING COMPETENCY
Child Cognitive/Language Development	80%	74%	√√
Culture	83%	66%	√√
Education	83%	75%	√√
English	70%	63%	√√
Interpreting	79%	65%	√√
Linguistics	72%	64%	√√
Literacy	82%	71%	√√
Guidelines for Professional Conduct	78%	71%	√√
Student Development	78%	78%	√√
Technology	78%	70%	√√

Table 17 EIPA: WT Competencies State Mean, CLT Mean, and Education Sessions Addressing the Competency

While each competency was addressed in education sessions, there remains a low relative passing rate on the EIPA: WT for Educational Interpreters (76%). Although many Educational Interpreters do not have any background in linguistics, child development, language development or interpreting, the SCEIC is examining ways to address these large gaps if the pass rate for 2017-2018 does not improve.

MENTORING

Although Educational Interpreters were not uniformly assigned to Tier groups in the 2016-2017 academic year, since January 2017, several districts and individual educational interpreters requested on-site mentoring. To meet this initial need, the SCEIC provided intensive mentoring services for eight (8) school districts with a total of 3,060 minutes or fifty-one (51) hours of direct mentoring services for educational interpreters. Table 16 outlines the number of minutes provided for each region in the initial five months of the SCEIC operations.

Minutes of Mentoring Services Provided in the 2016-2017 Academic Year

Region	Minutes
Region I	540
Region II	1,500
Region III	0
Region IV	300
Region V	720
Total	3,060

Table 18. Minutes of Mentoring Services Provided in the 2016-2017 Academic Year

TECHNICAL ASSISTANCE

In addition to general contact with school districts to set up SCEIC testing sites and coordinating mentoring services, the SCEIC has provided technical assistance to 20 districts throughout the state focusing on the following key areas:

- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA
- Discussing the EIPA: WT
- Recruiting educational interpreters
- Inquiries from districts about educational interpreting pay scales
- District inquiries about supporting the professional development of educational interpreters
- Inquiries about substitute interpreters
- Requests for observation and mentoring from district personnel

MOVING FORWARD

As the SCEIC completes its' first contract year (noting services were only enacted for the latter half of the 2016-2017 academic year), with a more complete, detailed understanding of the Educational Interpreter population in the state, the SCEIC is eagerly preparing for a full academic year of services in 2017-2018.

2017-2018 ASSESSMENTS

EIPA PERFORMANCE TEST DATES

Again, using the regional model, the SCEIC has scheduled sites and dates for the following EIPA assessments. This year the SCEIC anticipates administering 15 initial EIPA assessments and a multitude of re-assessments. Table 18 outlines the region, month and district of scheduled 2017-2018 EIPA assessments.

Scheduled EIPA Performance Tests

Region	Date	Hosting District
Region I: Upstate	04-05 December 2017	Greenville
	11-12 June 2018	Greenville
Region II: PeeDee	13-15 November 2017	Horry
	30-1 April-May 2018	Darlington
Region III: Midlands	TBA February 2018	SCSDB Columbia
Region IV: Charleston	03-04 May 2018	Charleston
Region V: Lower Coast	05-07 February 2018	Colleton

Table 19. Scheduled EIPA Performance Tests

EIPA WRITTEN TEST DATES

Like the EIPA assessment, the EIPA:WT will be offered several times throughout the academic year. It is anticipated the SCEIC will administer 48 EIPA:WT assessments this year.

Table 19 outlines the region, month and district of scheduled 2017-2018 EIPA:WT assessments.

Scheduled EIPA Written Tests

Region	Date	Host District
Region I: Upstate	15 December 2017	Greenville
	19 June 2018	Greenville
Region II: PeeDee	04 November 2017	Horry
Region III: Midlands	28 April 2018	Aiken
Region IV: Charleston	05 May 2018	Berkeley
Region V: Lower Coast	19 February 2018	Beaufort

Table 20. Scheduled EIPA Written Tests

2017-2018 EDUCATION SESSIONS

Having analyzed the competencies data of all EIPA and EIPA:WT assessment results, the SCIEC has identified areas of professional development and educational need for the 2017-2018 academic year. To target learning, educational objectives have been distilled from the needs analyses of competencies throughout the state, and the SCEIC and its partners will again provide several professional education sessions this academic year. Along with our partners, the SCEIC will also coordinate educational interpreter workshops at the 2018 annual

Research to Practice Institute.

The SCEIC has already secured presenters for most academic year education sessions to specifically address the goals and objectives of identified topical areas. Educational Interpreters and district administration have been emailed this information. Each education session will again be granted Registry of Interpreters for the Deaf (RID) Continuing Education Unit (CEU) approval, and the SCEIC will continue to coordinate statewide registration, attendance records, and participant summative assessments for each educational session.

ORANGE TIER I EDUCATION SESSIONS

As determined by EIPA performance assessment results, Educational Interpreters have been assigned to specific color coded Tier groups. Orange: Tier I educational interpreters have scored <2.7 on the EIPA and demonstrate they have insufficient language skills to interpret. Sessions for this population will focus on developing language skills. At present, there are seven educational interpreters in this Tier group. However, based on direct observation from SCEIC staff, it is strongly suspected this group Tier population will increase significantly as we await current outstanding results and schedule 15 educational interpreters for their initial EIPA assessment. This academic year, we have organized the following Orange: Tier I education sessions:

Enhancement of Expressive Language: Text, Performance and Change

20-21 October 2017

The workshop responds to a growing need for educational interpreters to develop and strengthen use of verb inflection, expand the usage and array of auxiliary verbs, as well as the use of conjunctions and transitions in ASL which will enable participants to understand and improve their ASL syntactic structures. This workshop will be taught seminar-style, with participants leading some of the discussion. Participants will work together to develop dialogue, short stories, and mini presentations on detailing historical biographies and nationalities.

Presenter: Kim Misener Dunn

Kim Misener Dunn, hails from Halifax, Nova Scotia, is employed at Clemson University as an ASL lecturer since 2013. Misener Dunn teaches all levels of ASL, including American Deaf Literature and Critical Studies in Deaf History and Culture. Misener Dunn's scholarly interests are sociolinguistics, narrative discourse in ASL storytelling, ASL as a content course in Deaf education (grades K- 12), reading/biliteracy skills for Deaf children and ASL-English bilingual education. She is currently working on her Ph.D. dissertation entitled, *Roads Less Travelled: Narratives of Deaf Storytellers*, at Gallaudet University, Washington, D.C. Some interesting facts: former Runner Up, Miss Deaf Canada and, Spartanburg County (SC) International Reading Association Teacher of the Year.

Competencies

RIII: Signs

RIIIA: Amount of sign vocabulary

RIIIB: Signs are made correctly

RIIIC: Fluency

RIIID: Vocabulary consistent with the sign language or system

ASL Complex Question Forms

8-9 December 2017

Presenter: Kim Misener Dunn

Kim Misener Dunn, hails from Halifax, Nova Scotia, is employed at Clemson University as an ASL lecturer since 2013. Misener Dunn teaches all levels of ASL, including American Deaf Literature and Critical Studies in Deaf History and Culture. Misener Dunn's scholarly interests are sociolinguistics, narrative discourse in ASL storytelling, ASL as a content course in Deaf education (grades K- 12), reading/biliteracy skills for Deaf children and ASL-English bilingual education. She is currently working on her Ph.D. dissertation entitled, *Roads Less Travelled: Narratives of Deaf Storytellers*, at Gallaudet University, Washington, D.C. Some interesting facts: former Runner Up, Miss Deaf Canada and, Spartanburg County (SC) International Reading Association Teacher of the Year.

Competencies:

RIII: Signs

RIIIA: Amount of sign vocabulary

RIIIB: Signs are made correctly

RIIIC: Fluency

RIIID: Vocabulary consistent with the sign language or system

ASL Short Narratives*

These latter Orange Tier I sessions will be coordinated by the SCEIC partners at SCSDB

26-27 January 2018

Partner SCSDB Staff

Competencies:

RIII: Signs

RIIIA: Amount of sign vocabulary

RIIIB: Signs are made correctly

RIIIC: Fluency

RIIID: Vocabulary consistent with the sign language or system

RIIIE: Key vocabulary represented

Fingerspelling Word Recognition

9-10 March 2018

Partner SCSDB Staff*

Competencies:

RIIIC: Fluency

RIIIE: Key vocabulary represented

RIIIF: Production of fingerspelling

RIIIG: Spelled correctly

RIIIH: appropriate use of fingerspelling

Complex ASL Syntax

27-28 April 2018

Partner SCSDB Staff*

Competencies:

RIII: Signs

RIIIA: Amount of sign vocabulary

RIIIB: Signs are made correctly

RIIIC: Fluency

RIIID: Vocabulary consistent with the sign language or system

R1IE: Key vocabulary represented
R1IIF: Production of fingerspelling
R1IIG: Spelled correctly

ASL Main Idea and Details

18-19 May 2018
Partner SCSDB Staff*

Competencies:

R1II: Signs
R1IIA: Amount of sign vocabulary
R1IIB: Signs are made correctly
R1IIC: Fluency
R1IID: Vocabulary consistent with the sign language or system
R1IE: Key vocabulary represented
R1IIF: Production of fingerspelling
R1IIG: Spelled correctly

GREEN TIER II EDUCATION SESSIONS

Green Tier II educational interpreters have scored between 2-8-3.4 on the EIPA demonstrating they have emergent interpreting skills. Sessions for this population will focus on strengthening nascent interpreting skills. At present, Tier II is the largest population with 28 educational interpreters in this Tier group. However, it is strongly suspected this Tier population will increase as other interpreters improve their skills.

Teaching an Old Dog New Tricks: Educational Interpreting Strategies

20-21 October 2017

This workshop will explore the kinds of preparation strategies that can support effective classroom interpreting. By examining what hearing and Deaf teacher's do with language, when

using direct instruction, we will examine the ways in which interpreters can adopt similar strategies in mediated instruction. We will also identify ten strategies that have a positive impact on interpretation and lead to enhanced student engagement. Finally, participants will have an opportunity to practice several samples of classroom interpreting, in order to identify teacher discourse and engagement strategies.

Presenter: Debra Russell

Debra Russell is a Canadian certified interpreter, educator and researcher. Her interpreting practice spans over thirty years, and continues with a focus on medical, legal, and educational settings. She is the President of the World Association of Sign Language Interpreters (WASLI). As the previous David Peikoff Chair of Deaf Studies at the University of Alberta, she has conducted research about interpreting in mediated education, legal settings, and Deaf-hearing teams. Debra is recognized internationally for pioneering efforts in the field of sign language interpretation. She is extensively published and her teaching has taken her to 53 countries. She is also a dedicated student of yoga, who loves to travel.

Competencies:

RI: Prosodic Information

RIA: Stress/emphasis for important words or phrases

RIB: Affect/emotions

RIC: Register

Expressive/Receptive Fingerspelling

26-27 January 2018

This workshop retrains the non-Deaf brain to better perceive the most visible elements of ASL fingerspelling and numbers. Brief analysis lectures are followed by team practice and

short quizzes as participants explore six elements of hand configurations (Thumb extension, Palm Orientations, and the extensions of the index, middle, ring and pinky fingers). Participants will gain lifelong skills to accurately] perceive the essential elements of fingerspelling and numbers in ASL.

Presenter: Anna Cerney

Anna Cerney is from Russia and moved to the United State when she was adopted at the age of six. She is a Business Management major at Keuka College. Anna assists in educating students who are learning American Sign Language. Both Anna and her Dad, Brian Cerney just finished presenting their Receptive Fingerspelling Workshop at the Registry of Interpreters for the Deaf National Conference 2017 in Salt Lake City, Utah.

Competencies:

RIII: Fingerspelling

RIIIF: Production of Fingerspelling

RIIIG: Spelled correctly

RIIIH: Appropriate use of fingerspelling

RIII E: Key Vocabulary represented

Use of Space for Discourse Mapping Purposes

27-28 April 2018

We all have had those moments when we are unsure that our interpretation has a clear visual scaffold to support student comprehension. We will focus on strategies for effective listening, planning, and delivering a more organized Interpretation. Participants will discuss

and practice various strategies for using space in an effective manner and organizing the message in visual space to make their interpretations more visually clear and concise.

Presenter: Frances J. Beurivage

Frances J. Beurivage is employed by Boys Town National Research Hospital, Omaha, Nebraska, as their Sign Communication and Curriculum Specialist and is the Manager of the Educational Interpreter Performance Assessment (EIPA) Diagnostic Center. Frances, as a sign language specialist, provides Boys Town's *Center for Childhood Deafness, Language and Learning* with clinical support for language/academic/social assessments of deaf and hard of hearing children. She also travels nationally to present to audiences information about the EIPA Performance Assessment and provides skills training workshops for interpreters working in K-12 educational settings. Frances holds dual certification (C.I. / C.T.) from the National Registry of Interpreters for the Deaf (RID).

Competencies:

RI: Use of Signing Space

RIG: Use of verb directionality/pronominal system

RIH: Comparison/contrast, sequence and cause/effect

RII: Location/relationship using ASL Classifier system

RIVF: Principles of Discourse Mapping

BLUE TIER III EDUCATION SESSIONS

Blue Tier III Educational Interpreters have scored between 3.5-3.9 on the EIPA demonstrating they have fairly effective interpreting skills. Sessions for this population will

focus on improving nuanced interpreting skills. At present, Tier III consists of 14 educational interpreters in this group, however, this tier population should increase as educational interpreters from other tiers improve their skills.

Mouth Morphemes: Degrees of Inflection

20-21 October 2017

Informal language draws from a base of words that we default to with limited modifiers and range. Take the word "smart." In English we have an arsenal of syno-nyms that could be used to modify the degree of magnitude. Examples would include intelligent, brilliant, and genius. English also employs adverbs of degree such as very and immensely, but those do not appear in ASL as often.

ASL has manual articulators which are produced with the hands and non-manual articulators that are produced with the face and body. Research has shown that these can be used together to enhance meaning. The manual sign for SMART produced in isolation is positive. However, if the signer also rolls their eyes, includes the mouth morpheme BRR, and raises their eyebrows the comment becomes a sarcastic remark. This workshop also explores mouth morpheme modifiers such as: BRR, OOO, IS, and SAO. Studying this crucial aspect of ASL can help improve language use and receptive skill.

Presenter: Wink Smith, Jr.

Wink, NIC Master, 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. Presenting workshops the last five years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

Competencies:

RI Non-Manual Information

RIE: Sentence types/clausal boundaries indicated

RIF: Production and use of non-manual adverbial/adjectival markers

RII: can read and convey signer's...

RIID: Non-manual behaviors and ASL morphology

Cohesion

26-27 January 2017

This workshop is designed to challenge working educational interpreters with experience to examine the linguistic elements that emerge in interpreted discourse. Working with English and ASL texts, participants will be asked to recognize aspects such as perspective shifts, points of view, and constructed meaning in order to enhance their ability to create a cohesive and successful interpretation.

Presenter: Wink Smith, Jr.

Wink, NIC Master, 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. Presenting workshops the last five years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

Competencies:

RIV: Message processing

RIVB: Developed a sense of the whole message V-S

RIVD: Demonstrated process lag time appropriately V-S

English Intonation Features

27-28 April 2017

This workshop is designed to work with educational interpreters interpreting an ASL discourse into an English interpretation while focusing on the interpreter's speech production. Interpreters will evaluate his/her rate, rhythm, fluency, and volume matching it to the speaker's ASL production. Identifying and matching vocal and intonational features of the speaker. In a safe and positive environment, in both small groups and in front of all your colleagues, you will have the opportunity to practice the art of voicing ASL.

Presenter: Wink Smith, Jr.

Wink, NIC Master, 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. Presenting workshops the last five years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

Competencies:

RII: Vocal and Intonational Features

RIIE: Speech production: rate, rhythm, fluency, volume

RIIF: Sentence/clausal boundaries

RIIG: Sentence types

RIIIH: Emphasize important words, phrases, affect/emotions.

KNOWLEDGE COMPETENCIES EDUCATION SESSIONS

To again to prepare educational interpreters for the EIPA: WT, two separate education sessions will be offered in 2017-2018.

EIPA WT Knowledge Competencies

23 September 2017

24 March 2018

Both sessions will provide a thorough overview of all written test content material as well as what to expect on test day. Group discussion and dynamic group activities will provide time with the material that will prepare educational interpreters for the test.

Presenter: Susie Spainhour

Susie Spainhour is the Project Coordinator for the South Carolina Educational Interpreting Center. Susie holds a Masters of Education Divergent Learners degree from Columbia College and a Bachelor of Science Education Interpreting degree from the University of Cincinnati. Susie is a Nationally Certified Interpreter, and currently, she is the President for South Carolina Registry of Interpreters for the Deaf. She has been afforded several collegiate, state, and regional awards during her professional career including Registry of Interpreters for the Deaf Region II President's Choice Award, South Carolina Registry of Interpreters for the Deaf Interpreter of the Year Award, and Spartanburg's Woman of the Year Award. She has enjoyed working as an Educational Interpreter for the past fifteen years. Also, she volunteers countless hours establishing professional development opportunities for South Carolina interpreters and mentoring services for South Carolina's future interpreters.

Competencies:

- Child and Language Development
- Culture
- Education
- Interpreting
- Linguistics
- Literacy and Tutoring
- Professional
- Technology

MENTORING

With Educational Interpreters now being assigned to tier groups, all 28 Tier II interpreters have been contacted to determine if they would like on-site mentoring. From there the SCEIC will be reaching out to each district to secure permission to work with those Educational Interpreters directly in their home school site.

Similarly, all 14 Tier III educational interpreters have been contacted to determine if they would like virtual mentoring and what platform works best with each Educational Interpreter. The Based on anecdotal evidence of interest, the SCEIC anticipates a high response rate for both on-site and virtual mentoring this academic year.

SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and students who are Deaf or Hard of Hearing. Clemson University with its partners at the South Carolina Department of Education and the South Carolina School for the Deaf and the Blind, have completed the first year of services through the South Carolina Educational Interpreting Center (SCEIC). Although this first year only encompassed the latter end of the academic year, 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. The SCEIC partners believe these outputs will lead toward improved outcomes for students who are Deaf and Hard of Hearing in South Carolina and look forward to enacting another year of services for the state.

REFERENCES

- Boystown National Research Hospital. (n.d.). *EIPA content standards*. Retrieved from <http://www.classroominterpreting.org/EIPA/standards/contentstandards.asp>
- Boystown National Research Hospital. (n.d.). *EIPA diagnostic center*. Retrieved from <http://www.classroominterpreting.org>
- Brown, S. & Schick, B. (2011). Interpreting for children: Some important differences. *IEWS*, (28) 4, 22-25.
- Distance Opportunities for Interpreter Training Center (2007, August). *K-12 legislative trends*. Retrieved from <http://www.unco.edu/doit/2007%20RID%20presentations/K-12%20Legislative%20Trends.pdf>
- Individuals with Disabilities Education Improvement Act of 2004 § 108-446 U.S.C. Sec. 300.34(c)(4) (2004)
- Johnson, L., Brown, S., Taylor, M., & Austin, N. (2014). Patterns of practice: Current investigation in educational interpreting. In D. Hunt & S. Hafer (Eds). *2014 CIT Conference Proceedings, Our Roots: The Essence of Our Future* (63-72). Portland, OR: CIT Publications.
- Patrie, C., & Taylor, M. M. (2008, January). *Outcomes for graduates of baccalaureate interpreter preparation programs specializing in interpreting in k-12th grade settings*. Retrieved from <http://www.lulu.com/product/paperback/outcomes-for-graduates-of-baccalaureate-interpreter-preparation-programs-specializing-in-interpreting-in-k-12th-grade-settings/2212962>

Schick, B., & Williams, K. (1999). Skills levels of educational interpreters working in public schools. *Journal of Deaf Studies and Deaf Education*, 144-155.

Schick, B., & Williams, K. (2001). The educational interpreter performance assessment: Evaluating interpreters who work with children. *Odyssey*. Winter/Spring, 12.

Schick, B., & Williams, K. (2004). The educational interpreter performance assessment: Current structure and practices. In E. A. Winston (Ed.), *Educational interpreting: How it can succeed* (186-205). Washington, DC: Gallaudet University Press.

Schick, B., Williams, K., & Kupermintz, H. (2005) Look who's being left behind: educational interpreters and access to education for deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf Education* 11:1 (3-20). Oxford University Press.

South Carolina Association of the Deaf (2008, July). *South Carolina educational interpreter profile*. Columbia, SC: South Carolina Interpreter Recruitment and Training Project.

South Carolina Department of Education: Office of Exceptional Children. (2007). *South Carolina educational interpreter guidelines*. Columbia, SC: South Carolina Department of Education. Retrieved from <http://ed.sc.gov/agency/programs-services/173/documents/EdInterpreterGuide.pdf>

South Carolina Department of Education. (2016, March). *Interpreting services data analyses*. Columbia, SC: Office of Special Education Services.