

CLEMSON[®]

SOUTH CAROLINA EDUCATIONAL
INTERPRETING CENTER

Annual Report

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Stephen Fitzmaurice, Ph.D.
Assistant Professor of Interpreting
Department of Languages
Clemson University

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PROGRAM OVERVIEW & HIGHLIGHTS

Clemson University and its partners at the South Carolina State Department of Education and the South Carolina School for the Deaf and the Blind manage the South Carolina Educational Interpreting

Center (SCEIC) at the University Center in Greenville, South Carolina. The SCEIC provides national performance and knowledge assessments, mentoring and educational opportunities for South Carolina Educational Interpreters. This annual report details the SCEIC outputs and outcomes for Educational Interpreters in the state for the 2017-2018 academic year.

The work of the SCEIC noted the following 2017-2018 highlights among educational interpreters across the state:

- **Registered 104 Educational Interpreters**
 - 88 full-time Educational Interpreters
 - 16 substitute interpreters
 - 16 Cued Language Transliterators
- 79 EIPA interpreting exams administered
- **Statewide mean on the EIPA: 3.2**
- 48 EIPA: WT examinations proctored
- **68% of Educational Interpreters have passed the EIPA: WT**
 - 2%-6% increase in the EIPA:WT mean across all domains (except Literacy)
- 191 Educational Interpreter attendees at education sessions
- **Provided 252 hours of professional education**
 - Attendance at summer sessions surpassed all records of attendance since 2004
- **131 hours of direct mentoring services provided to 62 different educational interpreters**
- Provided technical assistance to 12 school districts throughout the state

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 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, many states 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 on 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 were 94 working educational interpreters in South Carolina school districts in the 2017-2018 academic year. The following school districts report employing educational interpreters: Aiken, Anderson 5, Barnwell 29, Beaufort, Berkeley, Charleston, Colleton, Darlington, Dorchester 2, Georgetown, Greenville, Horry, Jasper, Kershaw, Lexington 1, Lexington 4, Lexington 5, Oconee, Orangeburg 5, Richland 1, South Carolina School for the Deaf and the Blind, Spartanburg 6, York 2, and York 3 (See Figure 1). **At the beginning of the 2018-2019 school year, there were 15 open full-time educational interpreter positions in the state.**

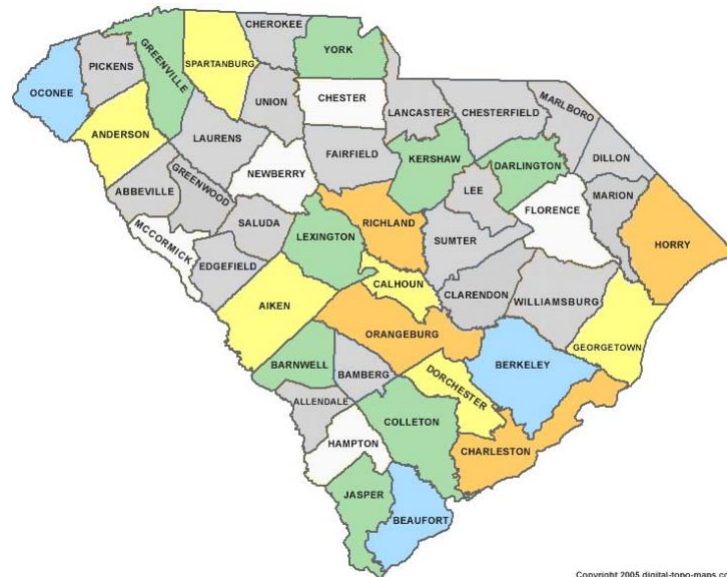


Figure 1. South Carolina school districts employing educational interpreters

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

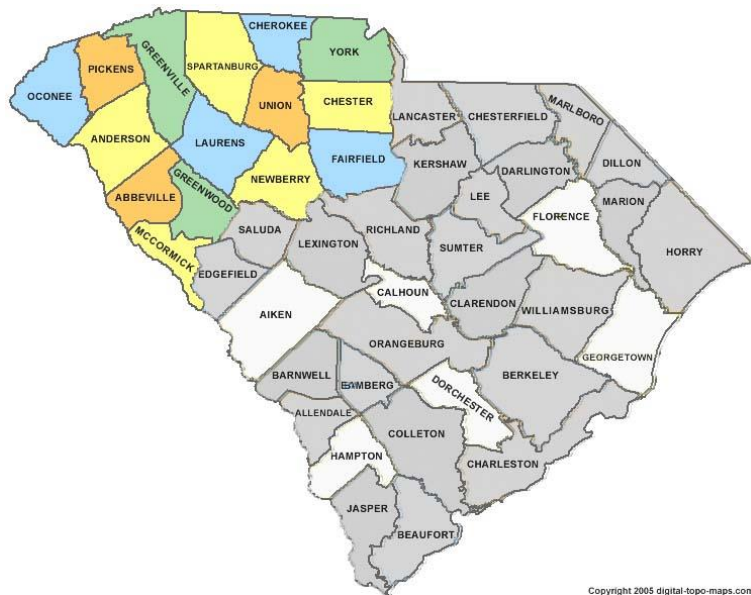
Region I: Upstate

Districts employing educational interpreters:

- Anderson 5
- Greenville
- Oconee
- Spartanburg 6
- Union
- York 2
- York 3

2016 Census: 43
 2017 Registrations: 24
 2017 Cue Transliterators: 16
 2018 Educational Interpreters: 23

Figure 2. Region I School Districts



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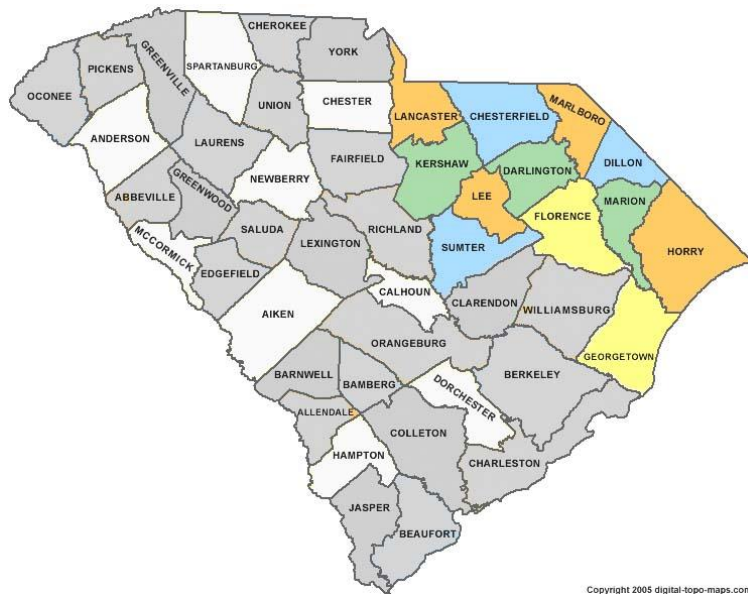
Region II: PeeDee

Districts employing educational interpreters:

- Darlington
- Horry
- Kershaw

2016 Census: 21
 2017 Registrations: 18
 2018 Educational Interpreters: 18

Figure 3. Region II School Districts



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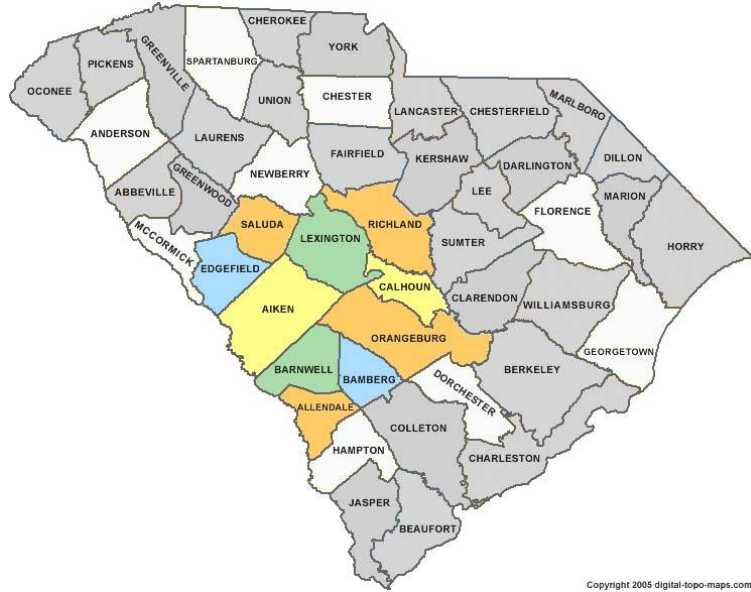
Region III: Midlands

Districts employing educational interpreters:

Aiken
Barnwell
Lexington 1
Lexington 4
Lexington 5
Orangeburg
Richland 1

2016 Census: 25
2017 Registrations: 25
2018 Educational Interpreters: 20

Figure 4. Region III School Districts



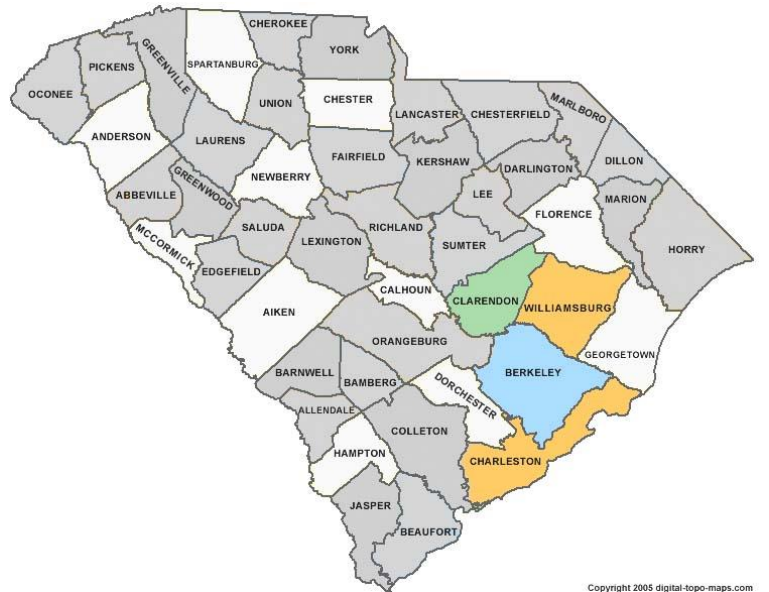
Region IV: Charleston

Districts employing educational interpreters:

Berkeley
Charleston
Georgetown

2016 Census: 16
2017 Registrations: 13
2018 Educational Interpreters: 13

Figure 5. Region IV School Districts



Region V: Lower Coast

Districts employing educational interpreters:

- Beaufort
- Colleton
- Dorchester
- Jasper

2016 Census: 11
 2017 Registrations: 16
 2018 Educational Interpreters: 14

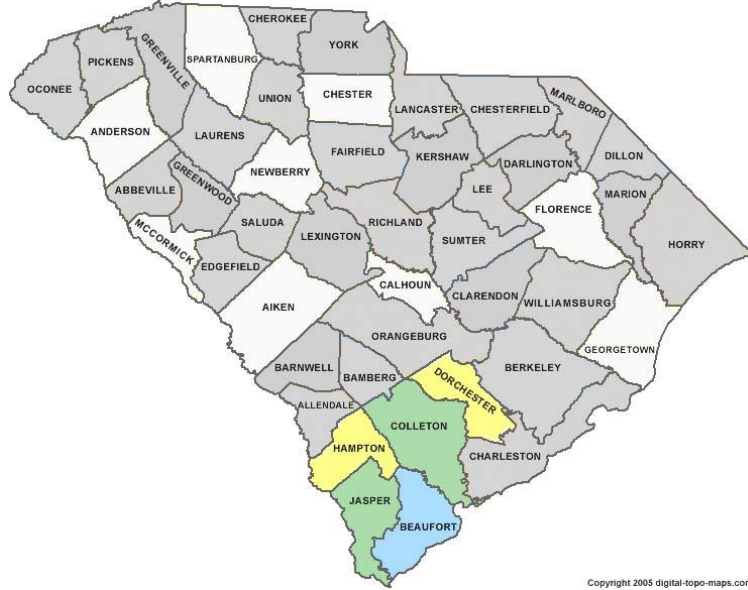


Figure 6. Region V School Districts

Table 1 identifies the regional distribution of Educational Interpreters and their full-time/substitute employment status.

Census vs. Actual Number of South Carolina Educational Interpreters

	2016 Census	2017 Fulltime	2018 Fulltime	2018 Subs	2018 Total
Region I: Upstate	43	22	23	4	27
Region II: PeeDee	21	17	18	4	22
Region III: Midlands	25	19	20	6	26
Region IV: Charleston	16	12	13	1	14
Region V: Lower Coast	11	16	14	1	15
Total	116	86	88	16	104

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 I*. Educational interpreters earning between 2.8-3.4 on an EIPA assessment are assigned to *Green Tier II*, and any interpreter achieving between 3.5-3.9 are assigned to *Blue Tier III*. 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.

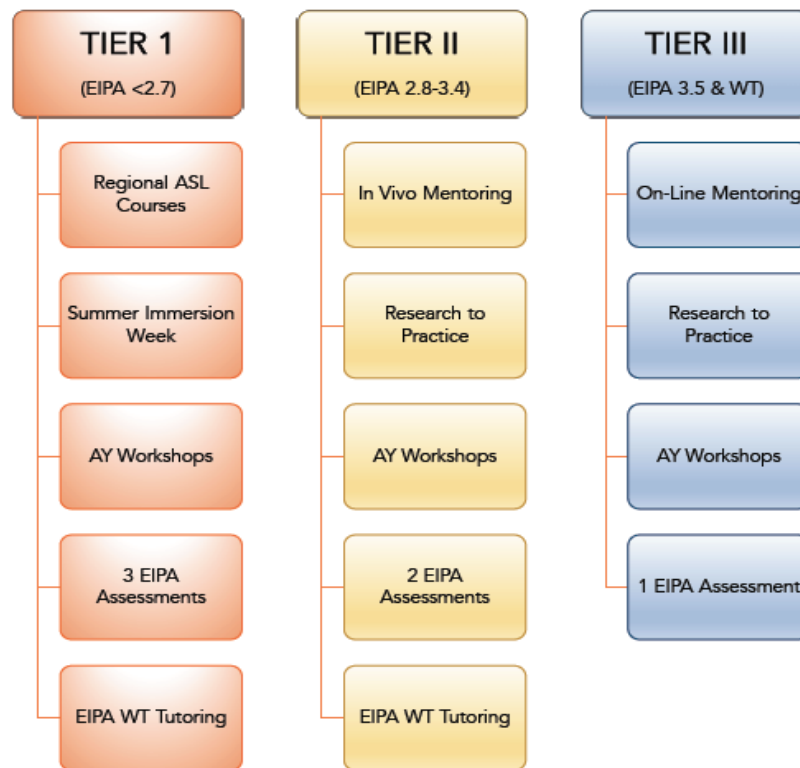


Figure 7. Tier Needs and Services

In addition to the Educational Interpreter population, Greenville County school employs 16 Cued Language Transliterators working in a full-time capacity. However, Greenville County determined they do not wish for Cued Language Transliterators to receive any services from the SCEIC.

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 (2009-2014) (n=8,680)	South Carolina (2008) (n=92)	South Carolina (2016) (n=135)	South Carolina (2018) (n=94)
EIPA: <3.0*	16%	61%	41%	(24) 26%
EIPA: 3.0-3.4	42%	20%	8%	(39) 37%
EIPA: 3.5 +	40%	11%	30%	(31) 29%

*or not assessed

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

In 2017-2018, the SCEIC **administered 79 EIPA** examinations with 23 educational interpreters awaiting their EIPA results from the EIPA Diagnostic Center. There are also 30 educational interpreters who have not taken 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.

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

	Estimated		2017		2018	
Tier I (<2.7)	89	66%	7	9%	13	10%
Tier II (2.8-3.4)	11	8%	28	35%	37	29%
Tier III (3.5-3.9)	8	6%	14	17%	25	19%
HQ (4.0)	27	20%	16	20%	10	8%
HQ Certified Only			1	1%	1	1%
Subtotal	135		66		86	
<i>Substitute Interpreters</i>					13	10%
<i>Not Tested</i>			15	19%	30	23%
Total	135		95		129	

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

Table 4 outlines the mean EIPA score for each region.

Mean 2018 EIPA score for each region

	Region I Upstate	Region II PeeDee	Region III Midlands	Region IV Charleston	Region V Lower Coast	State
EIPA Mean	3.4	2.9	3.2	3.3	3.0	3.2

Table 4. Mean 2018 EIPA score for each region

Z-scores were calculated for mean EIPA scores by region ($M=3.16$, $SD=0.18$) and indicate regional differences are not statistically significant ($z=0$, $p=1$) at $p<0.05$ however, Educational Interpreters in Region II score lower than the rest of the state.

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.

Tier Distributions by Region

	Region I Upstate		Region II PeeDee		Region III Midlands		Region IV Charleston		Region V Lower Coast	
Tier I (<2.7)	0		5	31%	4	20%	2	14%	2	14%
Tier II (2.8-3.4)	9	41%	9	56%	7	35%	5	36%	7	50%
Tier III (3.5-3.9)	8	36%	2	13%	6	30%	6	43%	3	21%
HQ	5	23%	0	%	3	15%	1	7%	2	14%
Subtotal	22		16		20		14		14	
Substitutes	2		3		6		1		1	
Total	24		19		26		15		15	

Table 5. Tier Distributions by Region

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

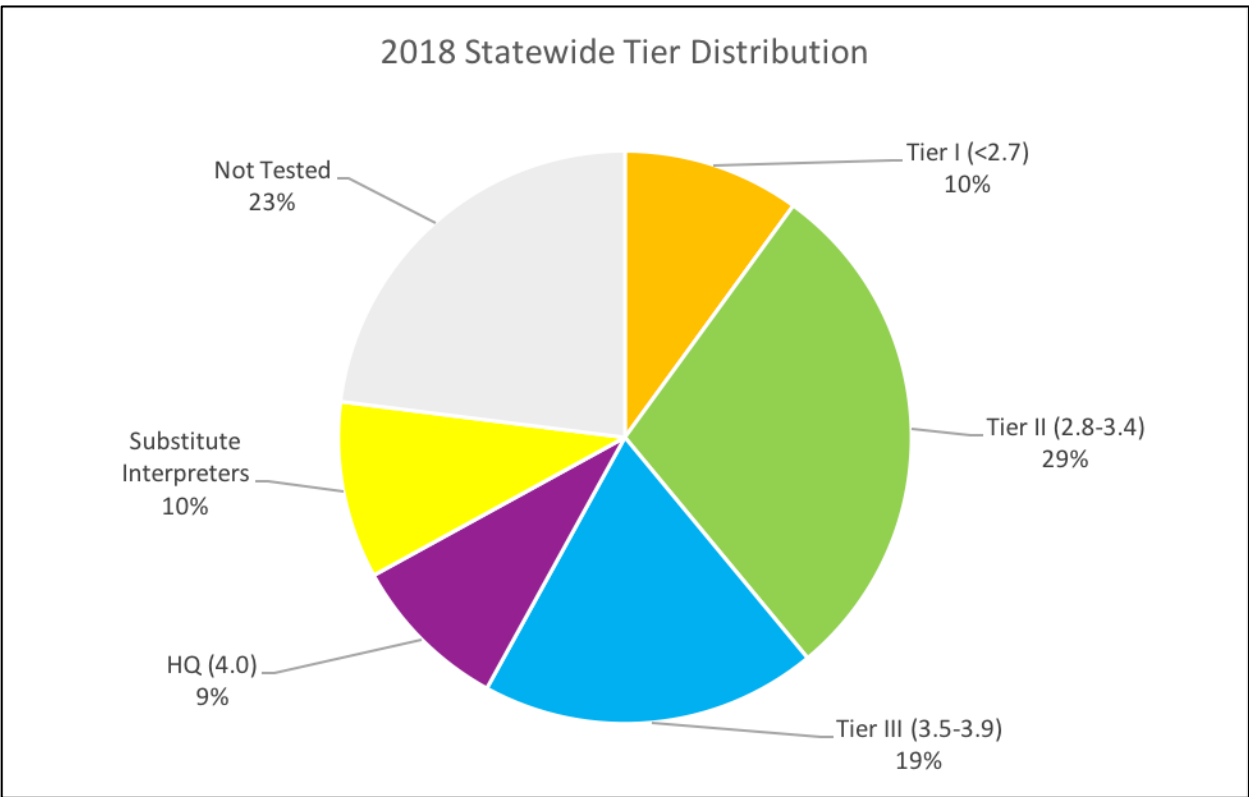


Figure 8. Percentage of Population Assigned to Each Tier

These data readily reveal Region II (PeeDee) and Region III (Midlands) employing a higher percentage of Tier I interpreters than other regions. It also indicates the bulk of educational interpreters across all regions are working in a 2.8-3.4 range and few educational interpreters deemed as highly qualified.

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
ROMAN I	<i>This domain assesses an interpreter’s skills at transferring meaning from English to sign.</i>						
	A. Stress Important Words	3.0	3.4	2.6	3.0	3.2	3.0

B. Affect/Emotions	3.2	3.6	2.8	3.0	3.3	3.2
C. Register	2.9	3.2	2.4	2.8	3.0	2.8
D. Sentence Boundaries	3.3	3.6	2.9	3.2	3.3	3.2
E. Boundaries Indicated	3.2	3.6	2.8	3.1	3.3	3.3
F. Non-Manual Markers	2.6	2.9	2.2	2.5	2.9	2.6
G. Verb Directionality/Pronom.	3.1	3.4	2.6	3.2	3.3	3.1
H. Comparison/Contrast	2.7	3.1	2.3	2.7	2.9	2.6
I. Classifiers	2.4	2.8	2.0	2.5	2.5	2.4
J. Grammar	2.7	3.1	2.3	2.7	2.9	2.3
K. Eng. Morph Marking						
L. Mouthing	4.7	3.4	2.7	3.0	3.2	3.0
ROMAN I MEAN	3.1	3.4	2.7	3.0	3.2	3.0
<i>ROMAN II</i>	<i>This domain assesses an interpreter's skills at transferring meaning from sign to English</i>					
A. Signs	3.0	3.4	2.9	2.9	3.2	2.9
B. Fingerspelling/Numbers	2.4	2.6	2.1	2.4	2.6	2.3
C. Register	2.8	2.9	2.6	2.8	2.9	2.6
D. Non-Manual Markers	2.5	2.7	2.3	2.4	2.7	2.3
E. Rate, Rhythm, Fluency	3.0	3.2	2.9	2.8	3.0	2.8
F. Sentence/clause Boundaries	2.8	3.1	2.7	2.8	3.0	2.6
G. Sentence Types	2.7	2.9	2.5	2.6	2.7	2.6
H. Emphasize Import Words	2.7	2.7	2.5	2.6	2.8	2.6
I. English Word Selection	2.8	3.0	2.8	2.6	3.0	2.8
J. No Extraneous Sounds	2.8	3.0	2.5	2.8	3.0	2.7
ROMAN II MEAN	2.8	3.0	2.6	2.9	2.9	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	4.7	4.9	4.3	4.7	4.8	4.6
B. Signs Made Correctly	4.5	4.8	4.1	4.6	4.7	4.2
C. Fluency	4.3	4.5	3.9	4.3	4.4	4.2
D. Vocab with System	4.4	4.6	4.0	4.4	4.7	4.2
E. Key Vocab Represented	3.2	3.5	2.8	3.2	3.3	2.9
F. F/S Production	4.2	4.5	4.0	4.2	4.3	3.9
G. Spelled Correctly	4.4	4.6	4.1	4.4	4.6	3.9
H. App Use of Fingerspelling	3.0	3.2	2.5	3.0	3.2	2.7
I. Numbers	4.9	5.0	4.8	4.7	4.9	5.0
ROMAN III MEAN	4.2	4.4	3.8	4.2	4.3	3.9
<i>ROMAN IV</i>	<i>This domain examines the overall transfer of meaning between languages.</i>					
A. Eye Contact	3.2	3.5	2.8	3.2	3.3	3.0
B. Whole V-S	2.9	3.1	2.6	2.9	3.1	2.7
C. Whole S-V	2.7	2.9	2.4	2.5	2.9	2.5
D. Decalage V-S	2.7	3.0	2.4	2.6	2.9	2.5

E. Decalage S-V	2.5	2.7	2.4	2.4	2.7	2.5
F. Principles of Disc Mapping	1.7	2.1	1.3	1.6	2.1	1.6
G. Who Speaking	2.9	3.2	2.5	2.8	3.1	2.8
ROMAN IV MEAN	2.7	2.9	2.4	2.6	2.9	2.5

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.

EIPA Competency Scores by State and by Tier		Tiers				
Domain	Competency	State	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	3.0	2.2	2.9	3.4	4.1
	B. Affect/Emotions	3.2	2.4	3.0	3.6	4.2
	C. Register	2.9	2.0	2.7	3.3	4.2
	D. Sentence Boundaries	3.3	2.6	3.1	3.6	4.2
	E. Boundaries Indicated	3.2	2.4	3.1	3.6	4.4
	F. Non-Manual Markers	2.6	1.7	2.5	3.0	3.8
	G. Verb Directionality/Pronom.	3.1	2.3	3.0	3.5	4.3
	H. Comparison/Contrast	2.7	1.9	2.6	3.1	3.9
	I. Classifiers	2.4	1.8	2.3	2.7	3.6
	J. Grammar	2.7	1.8	2.5	3.1	3.9
	K. Eng. Morph Marking	<i>Note this competency is only evident in MCE exams.</i>				
	L. Mouthing	4.7	4.0	4.8	4.8	5.0
ROMAN I MEAN		3.1	2.3	2.9	3.4	4.1
ROMAN II	<i>This domain assesses an interpreter's skills at transferring meaning from sign to English</i>					
	A. Signs	3.0	2.1	2.9	3.6	4.0
	B. Fingerspelling/Numbers	2.4	1.3	2.3	2.9	3.3
	C. Register	2.8	1.9	2.6	3.1	3.8
	D. Non-Manual Markers	2.5	1.7	2.4	2.8	3.5

	E. Rate, Rhythm, Fluency	3.0	2.2	2.8	3.4	3.8
	F. Sentence/clause Boundaries	2.8	1.9	2.7	3.3	3.8
	G. Sentence Types	2.7	1.7	2.5	3.1	3.7
	H. Emphasize Import Words	2.7	1.7	2.6	3.1	3.7
	I. English Word Selection	2.8	2.0	2.7	3.3	3.8
	J. No Extraneous Sounds	2.8	1.8	2.7	3.2	3.8
ROMAN II MEAN		2.8	2.1	2.7	3.2	3.7
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	4.7	3.7	4.8	5.0	5.0
	B. Signs Made Correctly	4.5	3.6	4.5	4.9	5.0
	C. Fluency	4.3	3.4	4.3	4.6	5.0
	D. Vocab with System	4.4	3.3	4.3	4.9	5.0
	E. Key Vocab Represented	3.2	2.1	3.1	3.6	4.2
	F. F/S Production	4.2	3.4	3.4	4.5	4.8
	G. Spelled Correctly	4.4	3.4	4.4	4.6	5.0
	H. App Use of Fingerspelling	3.0	1.8	2.9	3.3	4.0
	I. Numbers	4.9	4.4	5.0	5.0	5.0
ROMAN III MEAN		4.2	3.2	4.2	4.5	4.8
ROMAN IV	<i>This domain examines the overall transfer of meaning between languages.</i>					
	A. Eye Contact	3.2	2.5	3.0	3.6	4.5
	B. Whole V-S	2.9	2.1	2.8	3.2	3.9
	C. Whole S-V	2.7	1.7	2.5	3.1	3.8
	D. Decalage V-S	2.7	1.9	2.6	3.1	3.7
	E. Decalage S-V	2.5	1.5	2.4	3.0	3.6
	F. Principles of Disc Mapping	1.7	1.0	1.5	2.1	3.2
	G. Who Speaking	2.9	2.1	2.8	3.2	4.2
ROMAN IV MEAN		2.7	1.8	2.5	3.0	3.9

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

Note the earliest series of skills are language relevant while the mid-to later skills are interpreting and meaning transfer related. The sum of these data is used to target which topics to address in professional development sessions this academic year.

Table 9 identifies changes in EIPA scores for Year 1 & Year 2 by state and by tier.

Changes in EIPA Competency Scores for Year 1 & Year 2 by State and by Tier

Domain	Competency	State	Tiers			HQ
			I	II	III	
ROMAN I	<i>This domain assesses an interpreter's skills at transferring meaning from English to sign.</i>					
	A. Stress Important Words	(0.1)	0.2	(0.3)	(0.3)	0.6
	B. Affect/Emotions	0.0	0.3	(0.2)	(0.3)	0.4
	C. Register	0.0	0.3	(0.2)	(0.3)	0.7
	D. Sentence Boundaries	0.0	0.3	(0.2)	(0.4)	0.6
	E. Boundaries Indicated	0.1	0.2	0.1	(0.2)	0.6
	F. Non-Manual Markers	0.1	0.1	0.1	(0.2)	0.6
	G. Verb Directionality/Pronom.	0.1	0.4	0.1	0.0	0.4
	H. Comparison/Contrast	0.1	0.1	0.0	(0.1)	0.3
	I. Classifiers	0.1	0.3	0.1	(0.1)	0.4
	J. Grammar	0.1	0.0	(0.1)	(0.1)	0.4
	K. Eng. Morph Marking	<i>Note this competency is only evident in MCE exams.</i>				
	L. Mouthing	0.1	0.3	0.1	(0.1)	0.3
ROMAN I MEAN		0.1	0.2	0.0	(0.2)	0.5
ROMAN II	<i>This domain assesses an interpreter's skills at transferring meaning from sign to English</i>					
	A. Signs	(0.1)	(0.6)	(0.1)	0.2	0.0
	B. Fingerspelling/Numbers	0.1	(0.4)	0.0	0.1	0.0

C. Register	0.0	(0.4)	(0.1)	(0.2)	0.3
D. Non-Manual Markers	0.1	(0.2)	0.1	(0.1)	0.3
E. Rate, Rhythm, Fluency	0.0	(0.3)	0.0	(0.1)	0.0
F. Sentence/Clause Boundaries	(0.1)	(0.3)	0.0	(0.1)	0.0
G. Sentence Types	0.0	(0.3)	(0.1)	(0.1)	0.2
H. Emphasize Important Words	0.0	(0.3)	0.0	(0.1)	0.2
I. English Word Selection	(0.1)	(0.4)	0.0	0.1	0.1
J. No Extraneous Sounds	0.1	(0.4)	0.1	0.1	0.1
ROMAN II MEAN	0.0	(0.4)	0.0	0.0	0.1
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	0.2	0.2	0.2	0.0	0.1
B. Signs Made Correctly	0.0	0.0	0.0	(0.1)	0.4
C. Fluency	0.1	0.4	0.0	0.0	0.5
D. Vocab with System	0.1	(0.1)	(0.2)	0.4	0.3
E. Key Vocab Represented	0.0	0.1	(0.1)	(0.3)	0.5
F. F/S Production	0.1	0.4	(0.9)	(0.1)	0.4
G. Spelled Correctly	0.2	0.3	0.0	0.0	0.5
H. App Use of Fingerspelling	0.0	0.1	(0.2)	(0.4)	0.6
I. Numbers	0.1	0.1	0.1	0.0	0.0
ROMAN III MEAN	0.1	0.2	(0.1)	(0.1)	0.4
ROMAN IV	<i>This domain examines the overall transfer of meaning between languages.</i>				
A. Eye Contact	0.0	0.2	(0.1)	(0.1)	0.5
B. Whole V-S	0.0	0.1	(0.1)	(0.1)	0.3
C. Whole S-V	0.0	(0.3)	0.0	(0.1)	0.2
D. Decalage V-S	0.0	0.0	(0.1)	0.0	0.5
E. Decalage S-V	(0.1)	(0.4)	0.0	(0.2)	0.2
F. Principles of Disc Mapping	0.0	0.2	(0.2)	(0.2)	0.6
G. Who Speaking	0.1	0.1	0.2	(0.1)	0.6
ROMAN IV MEAN	0.0	0.0	0.0	(0.1)	0.4
OVERALL MEAN CHANGES	0.0	0.0	(0.1)	(0.1)	0.3

Table 9. Changes in EIPA Competency Scores for Year 1 & Year 2 by State and by Tier

Although the Statewide mean score did not change the population among each tier shifted. The SCEIC also notes HQ educational interpreters had notable mean improvements in EIPA scores.

CUED LANGUAGE TRANSLITERATORS

The SCEIC arranged for national skills assessments and began partnering with the North Carolina Department of Public Instruction to jointly provide professional development opportunities for Cued Language Transliterators. However, Greenville County Special Education Administrators no longer wish for Cued Language Transliterators to participate in any type of skills assessment, knowledge assessments or professional development for their 16 Cued Language Transliterators.

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*).

The SCEIC **administered 39 EIPA: WT examinations for Educational Interpreters in 2017-2018.** There remains **37 Educational Interpreters in the state who have not taken an EIPA:WT examination.** Since 2016, the SCEIC has administered a total of 82 EIPA:WT examinations and documented 56 educational interpreters passing the examination. **In all, there is 68% pass rate on the EIPA:WT for Educational Interpreters in South Carolina.** Table 10 details the number of Educational Interpreters who have taken the EIPA: WT and the pass rate and percentage by each Tier.

EIPA: WT Testing by Performance Tier

	2016-2017			2017-2018			Total
	Taken	Pass	Pass %	Taken	Pass	Pass %	Pass %
Tier I (<2.7)	11	7	64%	7	4	64%	61%
Tier II (2.8-3.4)	20	15	75%	15	10	67%	71%
Tier III (3.5-3.9)	10	9	90%	9	3	33%	63%
HQ	10	8	80%				80%
TOTAL	51	39	76%	31	17	55%	68%

Table 10. EIPA: WT Testing by Performance Tier

It is noteworthy that Tier III Educational Interpreters are passing the EIPA:WT at lower percentages than Educational Interpreters in Tier II. Figure 9 outlines the passing rate of educational interpreters by assigned Tier.

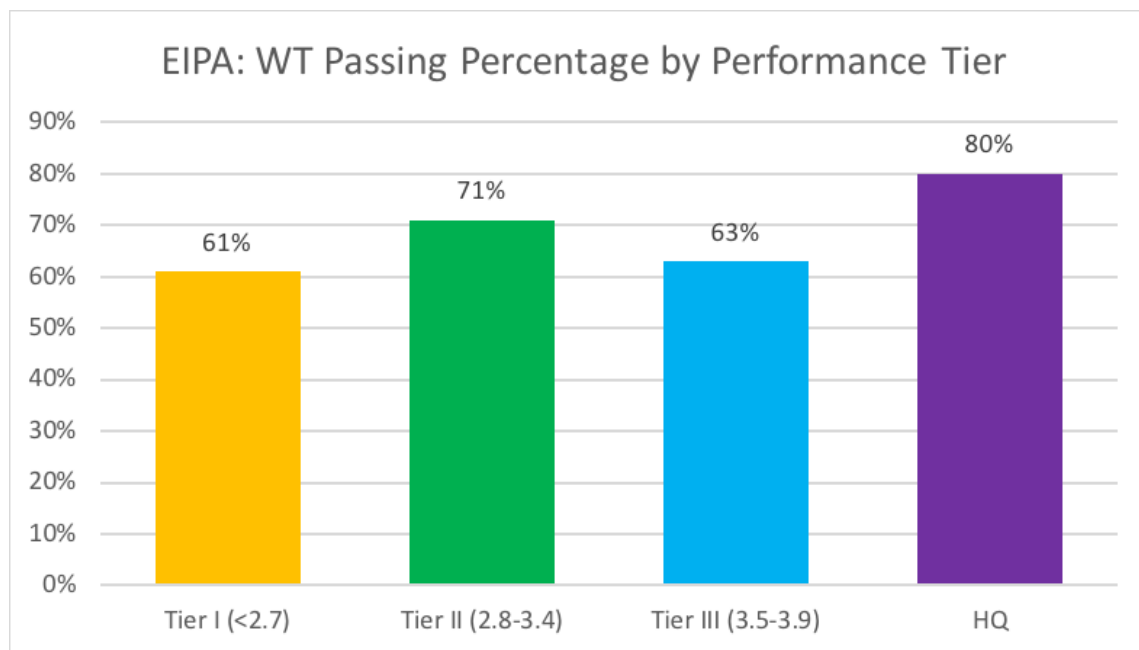


Figure 9. WT Passing Percentage by Tier

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 11.

WT DOMAIN	2017 Mean	2018 Mean	2018 Tier Means
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	STATE	STATE	TIER I	TIER 2	TIER 3	HQ
Child Development	80%	82%	68%	84%	86%	94%
Culture	83%	86%	68%	87%	91%	100%
Education	83%	85%	75%	85%	90%	87%
English	70%	74%	61%	74%	78%	97%
Interpreting	79%	82%	70%	84%	84%	94%
Linguistics	72%	75%	58%	78%	78%	91%
Literacy	82%	81%	72%	81%	88%	89%
Professional Conduct	78%	82%	72%	82%	84%	94%
Technology	78%	84%	84%	83%	85%	89%

Table 11. EIPA: WT Domain Area Scoring Percentage Statewide and by Tier

Overall there is a 2-6% increase in the EIPA:WT mean from 2017 across all domains except Literacy. Tier II and HQ educational interpreters increased mean performance in every domain over 2017. Tier III educational interpreters also increased mean performance in every domain over 2017 with the exception of Education which remained the same (90%). All Tier I mean scores in each domain decreased over 2017; **it is again over the lowest skills-based educational interpreters also yield the lowest knowledge-based competencies.**

Examining the same dataset from a regional lens, Table 12, 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	82%	89%	76%	78%	77%	84%
Culture	86%	93%	76%	86%	77%	88%
Education	85%	88%	78%	87%	81%	86%
English	74%	80%	72%	76%	65%	55%
Interpreting	82%	86%	75%	85%	82%	77%
Linguistics	75%	85%	72%	74%	68%	67%
Literacy	81%	82%	75%	85%	82%	88%

Professional Conduct	82%	86%	78%	83%	73%	79%
Technology	84%	87%	79%	88%	86%	76%

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

EDUCATION

Learning objectives for 2017-2018 education sessions were selected based on SCEIC EIPA results. These objectives also aligned with the national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008).

The **SCEIC hosted 16 professional development opportunities for educational interpreters** during the 2017-2018 academic year and an additional Educational Interpreter Immersion Week. The SCEIC also supported our partner SCsDB Language Immersion week. **These education sessions had 191 Educational Interpreter attendees.** Most education sessions 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 2017-2018 year, the SCEIC provided 252 hours of professional education.**

ACADEMIC YEAR EDUCATION SESSIONS

TIER I: Orange

Enhancement of Expressive Language: Text, Performance and Change

20-21 October 2017

Misener-Dunn

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 milestones.

Session Objectives

Participants will:

1. synthesize their understanding of ASL syntactic variation
2. identify appropriate auxiliary verbs so they will be able to share and discuss multiple topics including education, social trends and health issues; and

3. develop a clear understanding of the difference in the use of verbs, conjunctions, and transitions when applied in either English or ASL.

Competencies

- IIIA. Amount of sign vocabulary
- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIID. Vocabulary consistent with the sign language or system
- IIIE. Key Vocabulary represented

Evaluations

1. This session was well prepared for and organized:	4.18
2. The session built an understanding of concepts and principles:	4.09
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:	4.18
6. My trainer(s) helped me apply theory to solve problems:	4.09
7. The instructional level of this session met my expectations:	4.09
8. The trainer addressed my needs to my satisfaction:	4.09
9. I will incorporate the skills gained from this session into my work:	4.09
10. This session will contribute to my professional growth:	4.09
11. This session will motivate me to see further continuing education:	4.09
12. This session was outstanding:	4.18

Select Session Comments

“I truly appreciated having all trainings broken to similar interpreter level needs! This lent itself to a comfortable learning environment where I felt unafraid to try or ask questions. Was not an intimidating environment. We all were at the same level of learning and skill development. I also appreciated the set-up of the room.”

ASL Questioning Skills to Enhance Understanding in the Classroom

8-9 December 2017

Misener-Dunn

The purpose of the workshop is to provide you with a foundation of developing and strengthening ASL questioning skills to enhance teaching and learning in the classroom. Questioning techniques are common in the classroom and part of the teaching strategy. Research indicates that asking questions is second only to lecturing and teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions. Ideally, you should combine questions that require “lower-order thinking” (often “closed” questions) to assess students’ knowledge and comprehension with questions that require “higher-order thinking” (often “open” questions) to assess students’ abilities to apply, analyze, synthesize, and evaluate. Finally, you will begin to utilize new techniques to translate English questions that will enhance ASL expressive and receptive language used in the classroom. This workshop will be taught seminar-style, with participants leading some of the discussion. Participants will work together to develop dialogue, short stories, and comprehensive check

Objectives

Upon completion of this workshop, the participants will be able to:

1. Detail non-manual markers influence on sentence types
2. Recognize the features of YES-No questions
3. Produce YES-NO questions with all required linguistic features
4. Recognize the features of WH Questions
5. Produce WH-Questions with all required linguistic features
6. Interpret both YES-NO and WH questions from English to ASL and vice versa, and
7. Recognize when and how to use WHICH as a lexical choice in ASL

Competencies

- IA. Stress/emphasis for important words or phrases
- ID. Sentence boundaries
- IE. Sentence types/clausal boundaries indicated
- IIIA. Amount of sign vocabulary
- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIID. Vocabulary consistent with the sign language or system

- IIIE. Key Vocabulary represented
- IIIF. Production of fingerspelling
- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling
- IIII. Production of numbers

Evaluations

1. This session was well prepared for and organized:	4.86
2. The session built an understanding of concepts and principles:	4.86
3. The session had clearly stated objectives:	4.86
4. The AV materials were supportive of the subject matter:	4.86
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.71
7. The instructional level of this session met my expectations:	5.00
8. The trainer addressed my needs to my satisfaction:	4.86
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 see further continuing education:	4.71
12. This session was outstanding:	4.71

Select Session Comments

“Learning how to put an English sentence into ASL order was the most helpful thing. I was able to incorporate that immediately in my work today. “

“I very much wanted to learn more about ASL word order, and this workshop helped with that immensely.”

ASL Short Narratives

26-27 January 2018

Lott

How can we better convey the printed message in a way that brings stories to life? We can influence students’ literary awareness and interest. This workshop will explain our role in the

literary process, how to analyze text for meaning, and incorporate both ASL storytelling and print awareness skills to allow students full access to the message. Statistics, strategies, and ASL storytelling features will be explained, followed by group discussion and hands on practice.

Objectives

1. Participants will be able to read a simple text and summarize the overall meaning.
2. Participants will analyze text for meaning.
3. Participants will demonstrate storytelling features in sign.
4. Participants will have an understanding of the interpreter’s role in the student’s literary process.

Competencies

- IIIA. Amount of sign vocabulary
- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIID. Vocabulary consistent with the sign language or system
- IIIE. Key Vocabulary represented
- IIIF. Production of fingerspelling
- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling
- IIII. Production of numbers

Evaluations

1. This session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.82
3. The session had clearly stated objectives:	4.91
4. The AV materials were supportive of the subject matter:	4.91
5. My trainer communicated a clear understanding of course content:	4.91
6. My trainer(s) helped me apply theory to solve problems:	4.91
7. The instructional level of this session met my expectations:	4.91
8. The trainer addressed my needs to my satisfaction:	4.91
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 see further continuing education:	4.82

Select Session Comments

“Making sure the picture is clear. Understanding object subject verb.”

Get a Grip on Fingerspelling

9-10 March 2018

Lott

Interpreters often face barriers when their voice interpretation must include concepts that were originally fingerspelled in the source language. Fingerspelling is generally thought to have the same twenty-six letters of the English alphabet in manual form; this is not necessarily the case. Research has shown that there are upwards of ninety different fingerspelled letters/handshapes. Fingerspelling accuracy and production includes in these drills. This is possible due to sign assimilation among other elements including fluency, economy of motion, and rhythm of fingerspelled words. Such elements will be discussed and explained, and participants will have time allotted for application of the information and skills taught during this training. Other elements as semantics fingerspelling (Key vocabulary) will be discussed. Participations will have opportunity to develop skills and learn how to be more fluency during the training.

Objectives

1. Upon completion, interpreters will have gained a better understanding of the function, practical application of fingerspelling, as well as strategies to enable them to more accurately decode and interpret fingerspelled words.

Competencies

- IIIA. Amount of sign vocabulary
- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIID. Vocabulary consistent with the sign language or system
- IIIE. Key Vocabulary represented
- IIIF. Production of fingerspelling

- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling
- IIII. Production of numbers

Evaluations

1. This session was well prepared for and organized:	4.91
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.82
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:	4.73
7. The instructional level of this session met my expectations:	4.82
8. The trainer addressed my needs to my satisfaction:	4.73
9. I will incorporate the skills gained from this session into my work:	4.91
10. This session will contribute to my professional growth:	4.91
11. This session will motivate me to see further continuing education:	4.91
12. This session was outstanding:	4.91

Select Session Comments

“The ways that we shorten certain letters to make finger spelling flow more smoothly.”

Complex ASL Syntax

27-28 April 2018

Lott

Interpreters often face barriers when their voice interpretation must include concepts related to syntax. This is possible due to sign assimilation among other elements including key vocabulary, fingerspelling production and fluency are included in the drills. Such elements will be discussed and explained, and participants will have time allotted for application of the information and skills taught during this training.

Objectives

1. Participants will recognize and demonstrate 5 ASL sentence structures.

2. Participants learn and use time sequencing during class and group activities.
3. Participants will incorporate use of space and use of classifiers during class activities.
4. Participants will understand the use of listing items.

Competencies

- IIIA. Amount of sign vocabulary
- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIID. Vocabulary consistent with the sign language or system
- IIIE. Key Vocabulary represented
- IIIF. Production of fingerspelling
- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling
- IIII. Production of numbers

Evaluations

1. This session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.91
3. The session had clearly stated objectives:	4.91
4. The AV materials were supportive of the subject matter:	4.91
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.91
7. The instructional level of this session met my expectations:	4.91
8. The trainer addressed my needs to my satisfaction:	4.82
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 see further continuing education:	4.82
12. This session was outstanding:	4.82

Select Session Comments

“Being able to turn statements around to a more understanding and easier statement. Also understanding the different NMM.”

Conveying the Main Idea

18-19 May 2018

Misener-Dunn

The purpose of the workshop is to provide you with a variety of strategies to identify the main idea and details in informational text. This workshop will allow participants to search for main idea they focus their concentration on they are reading, hearing or visualizing from either a passage or visual aid. Finally, you will begin to utilize new techniques for translate English passage that will enhance ASL expressive and receptive language used in the classroom. This workshop will be taught seminar-style, with participants leading some of the discussion. Participants will work together to develop dialogue, short stories, and comprehensive check

Objectives

Upon completion of this workshop, the participants will be able to:

1. Understand the basic purpose of a message
2. identify the main idea(s) in the text;
3. identify specific details;
4. distinguish main idea(s) from supporting details;
5. distinguish fact from opinion;
6. make inferences and predictions based on information in the text;
7. infer meanings of unfamiliar words;
8. identify author's purpose and tone;
9. transfer information in the text into a graphic organizer;
10. Discuss and respond to content of a lecture; and
11. Reflect on and evaluate learning and performance.

Competencies

- III A. Amount of sign vocabulary
- III B. Signs made correctly
- III C. Fluency (rhythm and rate)
- III D. Vocabulary consistent with the sign language or system
- III E. Key Vocabulary represented

- III F. Production of fingerspelling
- III G. Spelled correctly
- III H. Appropriate use of fingerspelling
- III I. Production of numbers

Evaluations

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

Select Session Comments

“Learning how to better choose the main idea as opposed to a supporting detail and learning new signs.”

TIER II: Green Education Sessions

Mouth Morphemes: Degrees of Inflection

20-21 October 2017

Smith, W.

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 synonyms 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.

Objectives

1. Participants will be able to define what inflectional mouth morphemes are
2. Participants will be able to define how inflectional mouth morphemes are used in ASL
3. Participants will be able to demonstrate how SAO also modifies the manual form that accompanies the mouth morpheme
4. Participants will be able to demonstrate multiple modifier mouth morphemes

Competencies

- IF. Production and use of non-manual adverbial/adj. markers
- IID. Non-manual behaviors and ASL morphology

Session Evaluation

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

“The idea of not only translating a message, but translating a conceptual depiction accurately through use of sign, body, face, morphemes...”

Cohesive Devices in ASL

26-27 January 2018

Smith, W.

Interpreters do not interpret between words, rather they mediate between conceptual universes (Rojo, 2013). How then do interpreters connect two different thoughts such as a comparison between items and or conditional constructions to name just two? Users of any language accomplish this task with the use of cohesive devices and discourse markers that are language specific. One example are conjunctive devices which are typically lexical items that are inserted to inform the receiver that the following sentence has something to do with the previous. Interpreters must have within their linguistic arsenal these types of devices in order to effectively connect strings of thoughts natively to ease the recipient’s processing. Cohesive devices and discourse markers will be presented in both English and ASL for comparison and practice will ensue to better understand and automate these items in the lexicon.

Objectives

Participants will be able to:

1. Define the function of cohesive devices
2. Define the function of discourse markers
3. Define when some cohesive devices could be implemented
4. Demonstrate various conjunctive devices used in both English and ASL

Competencies

- ID. Sentence boundaries
- IE. Sentence types/clausal boundaries indicated
- IF. Production and use of non-manual adverbial/adj. markers
- IID. Non-manual behaviors and ASL morphology
- IIF. Sentence/clausal boundaries

- IVA. Appropriate eye contact/movement
- IVB. Developed a sense of the whole message V-S
- IVC. Developed a sense of the whole message S-V
- IVF. Follow principles of discourse mapping

Evaluations

1. This 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:	4.83
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations:	5.00
8. The trainer addressed my needs to my satisfaction:	5.00
9. I will incorporate the skills gained from this session into my work:	4.83
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to see further continuing education:	5.00
12. This session was outstanding:	4.83

Select Session Comments

“Working with a partner then sharing ideas as a whole group, and getting feedback, encouragement, and suggestions from Wink. Also, videoing myself and then analyzing later looking for specific ways to add conjunctions to the ASL message for better cohesion. Wink was teaching us how to practice. I needed that a lot!”

Intonation in English Has Meaning

27-28 April 2018

Smith, W.

English is generally considered a linear language, the phonemes, morphemes, and sentences unfold successively one after the other. In other words, nothing is simultaneous in English. Contrasted to ASL where the non-manuals often coincide the words produced by the hands to create a simultaneous, multilayered, and thus non-linear language. However, this is wrong.

English can be non-linear and ASL can be linear. English tends to encode language with intonation. For instance, if one was to say, "I love it!" In a high pitch uncontrollable fashion, one can assume the person does in fact love whatever "it" is. However, swap out the tone with a sarcastic one then the meaning is absolutely the opposite. This option to use sarcasm can point to evidence that we have many ways to structure words with other tones. Since spoken English is a sound base language, the additional tones that speakers invoke simultaneous with the English tones that constitute words invoke new meaning. We can even abstract the tones into their own schematic form, which means intonation reside as schemas we can invoke for communicating. This workshop will use real world utterances and break down their schematic use of intonation. We will watch both hearing and Deaf users use intonation and break down their meaning and generalize their structure. We will then discuss when it may be possible to use the respective intonations we have learned. This workshop will be highly interactive, but extremely guided. Be prepared to record your own work into both ASL and English for the workshop (in other words, please bring a recording device capable of recording English and ASL)

Objectives

1. Describe the use of intonation in English
2. Describe the use of intonation in ASL
3. Describe how to create generalizations of patterns and meaning through usage events
4. Describe how language is an inventory of units that are instantiated in usage events
5. Describe intonational units in English and ASL, that of frustration, sarcasm, questioning, and iconic intonation schemas
6. Describe intonations construal function

Competencies

- IIA. Signs
- IIB. Fingerspelling and numbers
- IIC. Register
- IID. Non-manual behaviors and ASL morphology
- IIE. Speech production: rate rhythm, fluency, volume
- IIF. Sentence/clausal boundaries
- IIG. Sentence types
- IIH. Emphasize important words, phrases, affect/emotions

Evaluations

1. This 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:	4.67
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 see further continuing education:	5.00
12. This session was outstanding:	5.00

Select Session Comments

“Methods and rehearsal of deliberate practice. Also, although I wanted the green workshop. thank you for breaking us into these groups. I got so much out of the amount of practice we got to get with 3 people in Wink’s workshop. Keep the deliberate practice workshops coming. They improve us. Thank you.”

TIER III: Blue Education Sessions

Teaching an Old Dog New Tricks: Educational Interpreting Strategies

20-21 October 2017

Russell, D.

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.

Objectives

1. Participants will be able to identify a minimum of 8 strategies in which teachers use language to convey content and curriculum goals, while promoting student engagement in learning.
2. Participants will be able to explore a minimum of 10 preparation strategies used by interpreters that can have a positive impact on interpretation quality.
3. Participants will examine the ways in which student engagement can be supported in mediated educational environments.
4. Participants will practice interpreting in small groups, in order to explore the ways that they understand teacher discourse and interpretation strategies to convey the meaning.

Competencies

- I A. Stress/emphasis for important words or phrases
- I B. Affect/emotions
- I C. Register
- IV B. Developed a sense of the whole message V-S.

Session Evaluation

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.35 |
| 2. The session built an understanding of concepts and principles: | 4.41 |
| 3. The session had clearly stated objectives: | 4.12 |
| 4. The AV materials were supportive of the subject matter: | 4.06 |
| 5. My trainer communicated a clear understanding of course content: | 4.59 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.12 |
| 7. The instructional level of this session met my expectations | 3.82 |
| 8. The trainer addressed my needs to my satisfaction | 3.94 |
| 9. I will incorporate the skills gained from this session into my work: | 4.47 |
| 10. This session will contribute to my professional growth: | 4.35 |
| 11. This session will motivate me to seek further continuing education: | 4.24 |
| 12. This session was outstanding: | 4.06 |

Select Session Comments

“This workshop was superb. The interpreting practice with our peers was a great experience. The entire workshop was a treasure trove of information. Presented in a way that was intuitive and thought provoking, which made for a very good learning experience. Debra Russell created a welcoming atmosphere that encouraged participation without fear of feeling inadequate, embarrassed, or stupid. Her inclusion of everyone was awesome. I did not feel embarrassed when asking questions, and she was eager to answer. I was so pumped when I left. I am so excited to incorporate my new information into my interpreting.”

Receptive Fingerspelling and Identifying Key Vocabulary

26-27 January 2018

Carney

This workshop provides extensive investigation into the manual components of fingerspelling in American Sign Language, targeted practice related to each area of investigation (Thumb extension, Finger extension [index, middle, ring, pinky], and Palm Orientation). In addition, participants will practice multiple interpreting scenarios with the goal of identifying and representing Key Vocabulary.

Objectives

1. Participants will be able to identify the six manual elements that combine to create ASL Fingerspelling.
2. Participants will demonstrate the ability to perceive and correctly identify fingerspelled items (with and without context) through quizzes.
3. Participants will perform interpretations that identify and represent key vocabulary items.

Competencies

- IA. Stress/emphasis for important words or phrases
- IJ. Follows grammar of ASL or PSE
- IIB. Fingerspelling and numbers
- IIH. Emphasized important words, phrases, affect/emotions

- IIIB. Signs made correctly
- IIIC. Fluency (rhythm and rate)
- IIIE. Key vocabulary represented
- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling

Evaluations

1. This session was well prepared for and organized:	4.35
2. The session built an understanding of concepts and principles:	4.41
3. The session had clearly stated objectives:	4.12
4. The AV materials were supportive of the subject matter:	4.06
5. My trainer communicated a clear understanding of course content:	4.59
6. My trainer(s) helped me apply theory to solve problems:	4.12
7. The instructional level of this session met my expectations:	3.82
8. The trainer addressed my needs to my satisfaction:	3.94
9. I will incorporate the skills gained from this session into my work:	4.47
10. This session will contribute to my professional growth:	4.35
11. This session will motivate me to see further continuing education:	4.24
12. This session was outstanding:	4.06

Select Session Comments

“I felt that activity that required us to read scripts to find critical vocabulary and locate the main goal before interpreting the Ted Talk videos was very helpful!!!!”

Understanding Discourse Mapping as measured on the Educational Interpreter Performance Assessment

27-28 April 2018

Beaurivage

During this workshop participants will gain an understanding of discourse mapping as measured on the EIPA. The presenter will introduce the concept using the participants first language, English, to understand the strategies used in spoken and print English to map discourse. Then we will look at the various techniques sign language uses to develop a visually organized discourse that supports student learning.

Objectives

1. Participants will be able to articulate at least 7 strategies used in spoken English to map a discourse.
2. Participants will be able to articulate at least 7 strategies used in printed English to map a discourse.
3. Participants will be able to articulate at least 10 strategies used in ASL or other signed modalities to create a visually organized discourse map.
4. Participants will practice applying ASL strategies to two texts. Participants will then discuss the effectiveness of the work.

Competencies

- IVA. Appropriate eye contact/movement
- IVB. Developed a sense of the whole message V-S
- IVC. Developed a sense of the whole message S-V
- IVF. Follow principles of discourse mapping

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.60 |
| 2. The session built an understanding of concepts and principles: | 4.55 |
| 3. The session had clearly stated objectives: | 4.64 |
| 4. The AV materials were supportive of the subject matter: | 4.64 |
| 5. My trainer communicated a clear understanding of course content: | 4.64 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.55 |
| 7. The instructional level of this session met my expectations: | 4.64 |
| 8. The trainer addressed my needs to my satisfaction: | 4.64 |
| 9. I will incorporate the skills gained from this session into my work: | 4.64 |
| 10. This session will contribute to my professional growth: | 4.64 |
| 11. This session will motivate me to see further continuing education: | 4.64 |
| 12. This session was outstanding: | 4.64 |

Select Session Comments

“Mapping on paper then mapping in your mind because we don’t always have time to map on paper.”

ALL TIERS

EIPA Written Test Standards

23 September 2017

Spainhour

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:	4.43
2. The session built an understanding of concepts and principles:	4.71
3. The session had clearly stated objectives:	4.71
4. The AV materials were supportive of the subject matter:	4.71
5. My trainer communicated a clear understanding of course content:	4.86
6. My trainer(s) helped me apply theory to solve problems:	4.57
7. The instructional level of this session met my expectations	4.29
8. The trainer addressed my needs to my satisfaction	4.71
9. I will incorporate the skills gained from this session into my work:	4.71
10. This session will contribute to my professional growth:	4.57
11. This session will motivate me to seek further continuing education:	4.71
12. This session was outstanding:	4.71

Select Session Comments

"Learning how to apply the information to real life situations was awesome. The information given was exactly what I needed to know."

Mentee-Centered Mentoring: Enhancing the Flow of Development

21 October 2017

Weber

This session provides an overview an occupational therapy model used for client-centered therapy that can be used to establish a mentee-centered approach. This is a hands-on session with active participation. Emphasizing the unique paths of mentees, this session will focus on activities and questioning to enhance their flow of development as a professional

interpreter. This module will benefit both mentors and mentees.

Objectives

Upon completion of this session, participants will be able to:

1. Identify and describe components of the Kawa River model
2. Construct Socratic questions and identify the associated pedagogical application.
3. Demonstrate the approach through role-play activity with peers

Competencies

Designed for highly qualified interpreters interested in peer mentoring, the competencies for this session fall outside of the EIPA metric.

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.60 |
| 2. The session built an understanding of concepts and principles: | 4.40 |
| 3. The session had clearly stated objectives: | 4.60 |
| 4. The AV materials were supportive of the subject matter: | 4.60 |
| 5. My trainer communicated a clear understanding of course content: | 4.60 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.60 |
| 7. The instructional level of this session met my expectations: | 4.00 |
| 8. The trainer addressed my needs to my satisfaction: | 4.40 |
| 9. I will incorporate the skills gained from this session into my work: | 4.60 |
| 10. This session will contribute to my professional growth: | 4.60 |
| 11. This session will motivate me to see further continuing education: | 4.40 |
| 12. This session was outstanding: | 4.00 |

Select Session Comments

“This session took mentoring to a whole new level for me. The approach that was presented and taught during the session took mentoring from feeling like an overwhelming task with no direction and makes it and attainable tasks with specific tasks and approaches fantastic workshop”

Unpacking Sign to Voice Essentials

10 February 2018

Boystown Streamed Workshop

Beaurivage & Koubsky

The intent of this training is to review the elements important to Roman Numeral II. Participants will focus on matching the signer's register and affect. We will view a variety of child signers and word choices that reflect the register of the child. Individuals will learn how to avoid extraneous verbiage that distracts from the message and develop a more fluent representation of the signer/s ASL/PSE into spoken English.

Objectives

1. Focus on matching signer's register and affect.
2. Select appropriate matching word choices with the signer
3. Learn how to avoid extraneous verbiage

Competencies

I.A. Signs

I.B. Fingerspelling and numbers

I.C. Register

I.D. Non-manual behaviors and ASL morphology

I.E. Speech production: rate, rhythm, fluency, volume

I.F. Sentence and clausal boundaries indicated

I.G. Sentence boundaries

I.H. Emphasize important words, phrases, affect, emotions

II. Correct English word selection

II.J. Adds no extraneous words/sounds to message

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.89 |
| 2. The session built an understanding of concepts and principles: | 4.67 |
| 3. The session had clearly stated objectives: | 4.89 |
| 4. The AV materials were supportive of the subject matter: | 4.22 |

5. My trainer communicated a clear understanding of course content:	4.78
6. My trainer(s) helped me apply theory to solve problems:	4.44
7. The instructional level of this session met my expectations:	4.44
8. The trainer addressed my needs to my satisfaction:	4.11
9. I will incorporate the skills gained from this session into my work:	4.89
10. This session will contribute to my professional growth:	4.78
11. This session will motivate me to see further continuing education:	4.89
12. This session was outstanding:	4.67

Select Session Comments

“Helpful strategies to practice to improve voicing”

EIPA Written Test Standards

24 March 2018

Spainhour

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 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: 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

Evaluations

- | | |
|---|------|
| 1. This 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 see further continuing education: | 5.00 |
| 12. This session was outstanding: | 5.00 |

Select Session Comments

“I loved the organization of the day. Introducing 12 domains then addressing each one with 1. Instruction. 2. Practice, 3. Then taking a practice test, 4. Then reviewing the answers. This organization is the sign of good teaching. My favorite is practice vocabulary.”

Unpacking Use of Space and Classifiers

7 April 2018

Boystown National Research Hospital

Scherling

This workshop will guide participants through Roman Numeral I. Native ASL user and ASL professor Jonathan Scherling, will work with attendees to develop a better understanding of classifiers and when they are appropriate to incorporate. Participants will also work with organizing the message in visual space to make their interpretations more visually clear and concise.

Objectives

1. Better understanding of classifiers and when are appropriate to use
2. Display interpretations more effectively

Competencies

- IA. Stress/emphasis for important words or phrases
- IB. Affect/emotions
- IC. Register
- ID. Sentence boundaries
- IE. Sentence types and clausal boundaries indicated
- IF. Production and use of non-manual adverbial/adj. markers
- IG. Use of verb directionality/pronominal system
- IH. Comparison/contrast, sequence and cause/effect
- II. Location/relationship using ASL classifier system
- IL. Clearly mouths the speaker’s English

Evaluations

1. This 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 see further continuing education:	5.00
12. This session was outstanding:	5.00

EDUCATIONAL INTERPRETER INSTITUTE 2018

TIER II: Green

All Hands Up: Interpreter Boot Camp

16-17 July 2018

Smith, S.

Boot Camp is about working hard and eliminating fears. By the time the workshop is over most participants will feel comfortable interpreting in front of others and challenged to go out and seek further practice to hone their skills. This workshop will examine the importance of expressive skills using techniques such as acting out the message in order to show the meaning rather than focusing on the word. Receptive skills will also be a focus giving each student an opportunity to voice signed segments. The workshop starts from basic spelling activities and continues with interactive activities including showing rather than signing, voicing when there are no signs, chunking, simultaneous, and finally cold voicing work.

Objectives

Participants will be able to:

1. assess and increase their spelling abilities
2. develop receptive fingerspelling skills
3. develop expressive skills
4. assess and increase skills in voicing by practicing lag time

Competencies

- IIB. Fingerspelling and numbers
- IIE. Speech production: rate, rhythm, fluency, volume
- IIF. Sentence/clausal boundaries
- IIH. Emphasize important words, phrases, affect/emotions
- IIIF. Production of fingerspelling
- IIIG. Spelled correctly
- IIIH. Appropriate use of finerspelling
- IVB. Developed a sense of the whole message V-S
- IVC. Developed a sense of the whole message S-V

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.92 |
| 2. The session built an understanding of concepts and principles: | 4.92 |
| 3. The session had clearly stated objectives: | 4.85 |
| 4. The AV materials were supportive of the subject matter: | 4.92 |
| 5. My trainer communicated a clear understanding of course content: | 5.00 |
| 6. My trainer(s) helped me apply theory to solve problems: | 5.00 |
| 7. The instructional level of this session met my expectations: | 4.92 |
| 8. The trainer addressed my needs to my satisfaction: | 4.92 |
| 9. I will incorporate the skills gained from this session into my work: | 5.00 |
| 10. This session will contribute to my professional growth: | 4.77 |
| 11. This session will motivate me to see further continuing education: | 5.00 |
| 12. This session was outstanding: | 4.85 |

Select Session Comments

“I enjoyed Bootcamp. It was very informative. All of the information and practice I received will be beneficial to my professional development. I never felt uncomfortable or put on display.”

All Hands Up: Interpreter Boot Camp 2

18 July 2018

Smith, S.

Boot Camp II is a continuation of Boot Camp I and is about working hard and eliminating fears. By the time the workshop is over most participants will feel comfortable interpreting in front of others and challenged to go out and seek further practice to hone their skills. This workshop will analyze the importance of expressive skills using techniques such as acting out the message in order to show the meaning rather than focusing on the word. Participants will recognize patterns in ASL to English skills by completing activities in this area. The workshop starts from basic spelling activities and continues with interactive activities including showing rather than signing, voicing when there are no signs, chunking, simultaneous, and finally cold voicing work.

Objectives

Participants will be able to:

1. assess and increase their spelling abilities
2. develop receptive fingerspelling skills
3. develop expressive skills
4. assess and increase skills in voicing by practicing processing time

Competencies

- IIB. Fingerspelling and numbers
- IIE. Speech production: rate, rhythm, fluency, volume
- IIF. Sentence/clausal boundaries
- IIH. Emphasize important words, phrases, affect/emotions
- IIIF. Production of fingerspelling
- IIIG. Spelled correctly
- IIIH. Appropriate use of fingerspelling
- IVB. Developed a sense of the whole message V-S

IVC. Developed a sense of the whole message S-V

Evaluations

1. This 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:	4.92
4. The AV materials were supportive of the subject matter:	4.83
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:	4.92
11. This session will motivate me to see further continuing education:	5.00
12. This session was outstanding:	5.00

Select Session Comments

“The activities with voicing what was happening in a video with no sound, spelling "tests" and drawing what our partners described in sign was extremely useful in helping me realize there's more to my job than just practicing sign to voice and voice to sign. It made me realize I can practice other ways to help with my signing skills.”

Concepts interacting in space, actions that are interrupted, comparing entities in space, and cause and effect relationships

19 July 2018

Smith, W.

In this session we will look at unrealized inceptives, indicating verbs, reciprocal verbs, and more. The latter two involve meaningful use of space, whereas the former uses the body to indicate a halt to a planned action. Each will be explained in their most schematic (stripped-down) form and participants will see how these schematic forms are components to be paired with other sign forms for new meaning. Another goal for this workshop is introduce and practice comparing entities in space and determining the cause and effect that some entities can have. Participants will identify English phrases that tend to lend themselves to being placed in space and how to

compare them using more spatial techniques rather than the use of listing. Lastly, linguistics will be (gingerly) introduced to expand our view on language in general and how cognition controls and creates these units. All terminology introduced will be thoroughly explained.

Objectives

At the conclusion of the workshop, participants will be able to:

1. Define unrealized inceptive forms
2. Define Indicating Verbs
3. Define compare and contrasting
4. Identify when an unrealized inceptive can be used when translating from English
5. Identify when an indicating verb can be used when translating from English
6. Identify when a compare and contrasting techniques can be used when translating from English

Competencies

- IG. Use of verb directionality/pronominal system
- IH. Comparison/contrast, sequence and cause/effect
- II. Location/relationship using ASL classifier system

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.92 |
| 2. The session built an understanding of concepts and principles: | 4.83 |
| 3. The session had clearly stated objectives: | 4.83 |
| 4. The AV materials were supportive of the subject matter: | 4.83 |
| 5. My trainer communicated a clear understanding of course content: | 4.83 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.83 |
| 7. The instructional level of this session met my expectations: | 4.75 |
| 8. The trainer addressed my needs to my satisfaction: | 4.83 |
| 9. I will incorporate the skills gained from this session into my work: | 4.83 |
| 10. This session will contribute to my professional growth: | 4.69 |
| 11. This session will motivate me to see further continuing education: | 4.83 |
| 12. This session was outstanding: | 4.92 |

Select Session Comments

“I loved learning how to make a new frame when interpreting and using all the space around me to show the details in spoken text. Also I loved the way he came around and talked to our small groups to show us things we were uncertain about when showing directive verbs and comparisons.”

TIER III: Blue

Understanding Discourse Mapping as measured on the Educational Interpreter Performance Assessment

16 July 2018

Beaurivage

During this workshop participants will gain an understanding of discourse mapping as measured on the EIPA. The presenter will introduce the concept using the participants first language, English, to understand the strategies used in spoken and print English to map discourse. Then we will look at the various techniques sign language uses to develop a visually organized discourse that supports student learning.

Objectives

1. Participants will be able to articulate at least 7 strategies used in spoken English to map a discourse.
2. Participants will be able to articulate at least 7 strategies used in printed English to map a discourse.
3. Participants will be able to articulate at least 10 strategies used in ASL or other signed modalities to create a visually organized discourse map.
4. Participants will practice applying ASL strategies to two texts. Participants will then discuss the effectiveness of the work.

Competencies

IVA. Appropriate eye contact/movement

IVB. Developed a sense of the whole message V-S

IVC. Developed a sense of the whole message S-V

IVF. Follow principles of discourse mapping

Evaluations

1. This session was well prepared for and organized:	3.75
2. The session built an understanding of concepts and principles:	3.75
3. The session had clearly stated objectives:	3.75
4. The AV materials were supportive of the subject matter:	3.75
5. My trainer communicated a clear understanding of course content:	4.00
6. My trainer(s) helped me apply theory to solve problems:	3.75
7. The instructional level of this session met my expectations:	4.00
8. The trainer addressed my needs to my satisfaction:	3.75
9. I will incorporate the skills gained from this session into my work:	3.50
10. This session will contribute to my professional growth:	3.75
11. This session will motivate me to see further continuing education:	3.75
12. This session was outstanding:	3.25

Select Session Comments

“Finally understanding more what the EIPA means by Discourse Mapping - that’s its basically creating a clear message in ASL using space and pauses and role shifts / Constructive Action so that there’s a story or a picture that’s understandable for the student. So, I get the point or purpose of improving Discourse Mapping, too. The best part of the workshop was interpreting the Frog and Toad stories.”

Putting the Right Face Forward: Affect in the ASL Product

17 July 2018

Smith, W.

Many interpreters begin their ASL product focusing on things like word choice, speaker goals, and message equivalency. All of these things are very important. But when is the last time you stopped and thought about if you were signing like a preacher or a professor. There are things to consider in affect that sometimes get overlooked things like speed, size of signing space, and non-manuals. Have you ever been interpreting, and the consumer could not see the speaker, maybe a video relay call, only for the consumer to be surprised to find out it was a man in his 50s rather than a teenager? These are the things we need to be aware of as interpreters and work to hone skills that allow us to match not only the emotions of the speaker, but also help

identify gender, age, and even the educational level. The goal of this workshop is to help interpreters learn to convey the message in the most respectful way possible by being able to effectively interpret with an affect equivalent to the consumer.

Objectives

1. Demonstrate the best way to convey message equivalency in the ASL product
2. The participants will apply their skills using various activities to understand and practice how to interpret effectively for their consumers.
3. Learn to organize their thoughts to look for meaning in the message making sure the intent of the speaker is represented visually.
4. Discuss how interpreter can adjust their interpretation according to age, gender, or topic for a more effective product.
5. Audio materials will be used to give hands up practice that focuses on varied levels of student comprehension

Competencies

- IA. Stress/emphasis for important words or phrases
- IB. Affect/emotions
- IC. Register
- ID. Sentence boundaries

Evaluations

- | | |
|---|------|
| 1. This 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: | 4.92 |
| 4. The AV materials were supportive of the subject matter: | 4.69 |
| 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 see further continuing education:	5.00
12. This session was outstanding:	5.00

Select Session Comments

“I loved the shadowing, descriptive drawing with signs, voicing practice with a partner, expressive signing in partners, watching silent movies and saying what we see to s partner.”

“The most interesting part of the teaching was the teaching and examples on taking on the characteristics of a male client/student to better portray the message.”

Narrative Development of Personal Experience Storytelling in ASL

18 July 2018

Cook

The purpose of this workshop is to explore the role of Narrator and Character in ASL storytelling. The participants will have the chance to exercise role shifting between Narrator and Character. Features such as Body shifting, Eye gazing, Physical features, Positions, and Power shifting will be discussed. The participants will create stories through their personal experiences and will be given assignment during the course of the workshop. In addition, the participants will undergo extensive modules related to depicting verb signs and classifiers as well as various features within ASL Discourse.

Objectives

The participants will demonstrate role shifts through the characters in their stories. ASL classifiers predicates will be demonstrated by the participants. The critical mass such as 3D in space, non-manual signals, space mapping, temporal aspects, memorizing, and preparation will be utilized during the workshop.

Competencies

- IG. Use of verb directionality/pronominal system
- IH. Comparison/contrast, sequence and cause/effect
- II. Location/relationship using ASL classifier system
- IID. Non-manual behaviors and ASL morphology
- IVA. Appropriate eye contact/movement
- IVF. Follow principles of discourse mapping

IG. Indicates who is speaking

Evaluations

- | | |
|---|------|
| 1. This 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 see further continuing education: | 4.00 |
| 12. This session was outstanding: | 4.00 |

Select Session Comments

“Peter’s feedback and willingness and patience to push and push us until our product looks good (or at least better) even if that means taking us to the front of the class and demonstrating the correct facial expression, use of space, sequence of signs, etc. for us several times. He is a wonderful teacher and I would take any number of workshops with him again.”

Narrative Development of Personal Experience Storytelling in ASL: Part 2

18 July 2018

Cook

The purpose of this workshop is to explore the role of Narrator and Character in ASL storytelling. The participants will have the chance to exercise role shifting between Narrator and Character. Features such as Body shifting, Eye gazing, Physical features, Positions, and Power shifting will be discussed. The participants will create stories through their personal experiences and will be given assignment during the course of the workshop. In addition, the participants will undergo extensive modules related to depicting verb signs and classifiers as well as various features within ASL Discourse.

Objectives

The participants will demonstrate role shifts through the characters in their stories. ASL classifiers predicates will be demonstrated by the participants. The critical mass such as 3D in space, non-manual signals, space mapping, temporal aspects, memorizing, and preparation will be utilized during the workshop.

Competencies

- IG. Use of verb directionality/pronominal system
- IH. Comparison/contrast, sequence and cause/effect
- II. Location/relationship using ASL classifier system
- IID. Non-manual behaviors and ASL morphology
- IVA. Appropriate eye contact/movement
- IVF. Follow principles of discourse mapping
- IVG. Indicates who is speaking

Evaluations

- | | |
|---|------|
| 1. This 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 see further continuing education: | 4.00 |
| 12. This session was outstanding: | 4.00 |

Select Session Comments

“Peter’s patience. When he asked any of the 5 of us to try something, he took his requests sequentially. First, he would ask for something different or additional. He never judged the person - and he waited eagerly for the light bulb to go on. Then, he would model what he

wanted or ask another question to bring out the response he wanted. Then, he would wait eagerly but without pressuring while we tried again. Then, he would tailor his intervention to what we needed to work on (pauses, or switching perspectives in Constructed Action, etc). He would stand beside us and each time he tapped our shoulder we were supposed to do what he had prearranged for us to know to do. Or, he arranged chairs to keep an interpreter from traveling. Again, he taught specific skills by guiding each of us in a way that was tailored to achieve the “next step” of our development. He guided us in the natural progression of mini steps to reach that next step. Then, he was unabashedly joyful at what we had done. He cemented that learning with a final repetition or two, putting it together. Peters ability to guide our language development in such an individualized way, with such joy, made him the most effective teacher I have had. “

Tears to Fears: The Importance of Affect in the English Production

19 July 2018

Smith, S.

Interpreting from ASL to English is more than just understanding the content of the message. Interpreters must also learn to understand the speaker’s intent. Not only that but we need to always be aware of the speakers’ body language, non-manuals, and other cues that carry a wealth of information. This workshop takes a new look at affect that addresses emotions, speaker goals, and other details involved in the English product. We will look at types of speeches and analyze how their delivery may be different based on the genre, for example a graduation speech compared to a preacher’s sermon or the differences in voicing for various age groups and genders. This workshop provides hands on experience that allows each participant to get involved and learn skills designed to convey an equivalent message using appropriate affect.

Objectives

1. Identify the best way to convey message equivalency in the English product
2. Get the participants to assess and demonstrate how to interpret for their consumers by making sure the intent of the speaker is represented visually.
3. Evaluate their product and propose ways to adjust their interpretation according to age, gender, or topic
4. Receptive material will be used to give hands on practice that focuses on varied levels of student

comprehension

Competencies

- IIA. Signs
- IIB. Fingerspelling and numbers
- IIC. Register
- IID. Non-manual behaviors and ASL morphology
- IIE. Speech production: rate, rhythm, fluency, volume
- IIF. Sentence/clausal boundaries
- IIH. Emphasize important words, phrases, affect/emotions

Evaluations

- | | |
|---|------|
| 1. This session was well prepared for and organized: | 4.20 |
| 2. The session built an understanding of concepts and principles: | 4.20 |
| 3. The session had clearly stated objectives: | 4.20 |
| 4. The AV materials were supportive of the subject matter: | 4.20 |
| 5. My trainer communicated a clear understanding of course content: | 4.20 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.20 |
| 7. The instructional level of this session met my expectations: | 4.20 |
| 8. The trainer addressed my needs to my satisfaction: | 4.20 |
| 9. I will incorporate the skills gained from this session into my work: | 4.20 |
| 10. This session will contribute to my professional growth: | 4.20 |
| 11. This session will motivate me to see further continuing education: | 4.20 |
| 12. This session was outstanding: | 4.20 |

Select Session Comments

“She kept humor in the workshop going, helped keep a relaxed atmosphere and an enjoyable learning experience. I will change my deliberate practice for voicing. I’ll focus on the specific item I’m working on and not worry about content!”

ALL TIERS

A New Generation of Slang

20 July 2018

Smith, S.

Have you ever been interpreting and heard the phrase “Mrs Sabrina you be channeling the chucks!!!” or “I can’t believe he threatened to steal on her!!”. We all experience hearing slang working in the educational system, VRS, and freelance assignments. The problem is, what do we do with it? This workshop takes a look at slang that is used by the current younger generation and addresses the issue of what does an interpreter do when they hear these phrases. Working with younger generations means understanding their language and being able to interpret it effectively. This workshop teaches skills that help educate interpreters on current slang, how to interpreter slang, and what to do when they are faced with terms they are unfamiliar with.

Objectives

1. Interpreters will demonstrate knowledge of current slang used by the current school age generation.
2. Interpreters practice skills to improve voicing register when working with clients who use various types of slang. Practice in both voicing and expressive will be focused on in this workshop.
3. Interpreters will demonstrate skills needed to produce an ASL product that includes an understanding of the material presented in the workshop.
4. Interpreters will acquire the skills necessary to improve their own product through education when they are faced with situations where they are unable to understand and interpret slang terminology.

Competencies

IVB. Developed a sense of the whole message V-S

IVC. Developed a sense of the whole message S-V

Evaluations

1. This session was well prepared for and organized: 4.69

2. The session built an understanding of concepts and principles:	4.69
3. The session had clearly stated objectives:	4.69
4. The AV materials were supportive of the subject matter:	4.69
5. My trainer communicated a clear understanding of course content:	4.69
6. My trainer(s) helped me apply theory to solve problems:	4.54
7. The instructional level of this session met my expectations:	4.54
8. The trainer addressed my needs to my satisfaction:	4.54
9. I will incorporate the skills gained from this session into my work:	4.54
10. This session will contribute to my professional growth:	4.69
11. This session will motivate me to see further continuing education:	4.62
12. This session was outstanding:	4.54

Select Session Comments

“I guess I really didn't realize I needed to make sure I knew this information. It was very eye opening.”

PRESENTER BIOGRAPHIES

Frances Beurivage, MA, CI, CT

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).

Brian Cerney, Ph.D.

Brian Cerney holds degrees in English, ASL Linguistics, Education & Human Development, and Applied Linguistics. He currently teaches ASL and the interpreting process at Keuka College in the Fingerlakes region of New York state. He has authored or co-authored a variety of books and workbooks about various aspects of the interpreting process.

Anna Cerney, M.Ed.

Anna Cerney holds degrees in Deaf education, Counseling and Deaf Ministry. She is currently completing coursework for a degree in Business at Keuka College. She has taught ASL and tutored interpreting students. Together with her father she has organized and taught the Receptive Fingerspelling workshop on multiple occasions.

Peter S. Cook, M.A.

Peter Cook is an internationally reputed Deaf performing artist whose works incorporates American Sign Language, pantomime, storytelling, acting, and movement. Peter has traveled extensively around the country and aboard with Flying Words Project to promote ASL Literature with Kenny Lerner since 1986. Peter has appeared in Live from Off Center's "Words on Mouth" (PBS) and "United States of Poetry" (PBS) produced by Emmy winner Bob Holman. Peter teaches at Columbia College where he received the 1997 Excellence in Teaching award. In 1998, Peter set up a video production called PC Production and now based in Chicago. Peter was featured nationally in festivals such as the Jonesboro National Storytelling Festival, Oklahoma City Winter Tales, Illinois Storytelling Festival, Indiana Hoosier Storytelling Festival, Eugene Oregon Multi-Cultural Festival, and The Deaf Way II and the Millennium Stage at the Kennedy Center in Washington, D.C. Peter was invited to the White House to join the National Book Festival in 2003. Internationally, Peter has worked with Deaf storytellers/poets in Sweden, Norway, Denmark and Japan. Peter lives in Chicago and teaches in ASL-English Interpretation Department at Columbia College.

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

Stephen Fitzmaurice is an Assistant Professor of Interpreting: American Sign Language (ASL), and lead faculty for the ASL-English Educational Interpreting program. Stephen earned his Ph.D. in Interpretation from Gallaudet University and a Master of Interpreter Pedagogy degree from

Northeastern University. He has earned several national interpreter certifications from the Registry of Interpreters for the Deaf, the National Association of the Deaf Master Interpreter Certification and the Educational Interpreter Performance Assessment. Stephen is the Director of the South Carolina Educational Interpreting Center and has worked as a professional ASL-English interpreter for over twenty-five years. Dr. Fitzmaurice lectures extensively on developing interpreting skills for in-service ASL-English interpreters and has scholarly interests spanning: metacognitive processing of interpreters; ASL linguistics; literacy development of Deaf children; and educational access via interpreting services.

Sharon Lott, M.S., M.A

Sharon Lott is the ASL Coordinator at Eastern North Carolina School for the Deaf. Prior to this job, she was assistant professor at Eastern Kentucky University, (EKU). She is a National SLPI: ASL Trainer for rater and trainer for the SLPI with experience in providing training as far as Ghana and Kenya, Africa. Sharon was also an integral part of the NCSD Mentorship Project. Sharon performs evaluations for Do-It Center for Northern Colorado University and American Sign Language Teacher Association (ASLTA), Purple Communication. Sharon has over 30 years experience teaching ASL at numerous of Colleges/Universities in NY and NC. Locally she has taught at Central Piedmont Community College, Lenior-Rhyne College, Western Piedmont Community College, Gardner Webb University and Appalachian University. She was a Staff Development specialist at North Carolina School for the Deaf (NCSD). She coordinated and teaches ASL, Deaf Culture, Linguistics and a variety of other sign related topics at NCSD. She possesses Professional Level ASL certification from the American Sign Language Teacher Association (ASLTA). She holds a Master's Degree in Career Development and Human Resources and Gallaudet's newly program, Master in Teaching Sign Language, which she graduated in 2013. She served ASLTA board as professional Development.

Debra Russell, Ph.D., COI

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.

Kim Misener Dunn, Ed.S.

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.

Sabrina Smith, Ed.D., NIC Master, CI, CT, Ed:K12

Sabrina Smith has been involved in the interpreting field for over 20 years. She is Nationally certified through RID: CI and CT, as well as NIC Master and Ed:K-12. She works as an educational interpreter and has been interpreting in the school system for over 17 years in elementary, middle and high school settings. She also works as a video relay interpreter with Sorenson Communications where she has been employed over 11 years. She enjoys encouraging interpreters of all levels and mentoring people across the United States. She works as a freelance interpreter, an instructor at local community colleges, and as a performing arts interpreter for theatre's and concert venues in her area. She served as the Region II delegate for IEIS (Interpreters in Educational and Instructional Settings) from 2015-17. She has presented various workshops across the country, and also presented abroad in Peru helping to empower the Deaf community to seek interpreters for their children in mainstreamed schools as well as teaching interpreters how to improve their expressive skills.

Windell Smith Jr., MA, MBA, NIC Master

Wink enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. 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.

Susie Spainhour, M.Ed., NIC

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

Eric Weber, Ed.D., CI, NAD III

Eric Weber is the Director of Interpreting Services & ASL programs with South Carolina School for the Deaf and the Blind—Division of Outreach Services. He earned his Doctorate in Educational Leadership and Policy Studies from Eastern Kentucky University (EKU); he earned his Master of Public Administration as well as his Bachelor in Interpreter Training from EKU. Dr. Weber has been a professional interpreter for many years in a variety of settings including post-

secondary education, video relay, medical, and community. He is nationally certified through both the Registry of Interpreters for the Deaf and the National Association of the Deaf and holds Kentucky State License. In addition to interpreting, he has participated in several mentoring programs to share his knowledge and experience with others in the field including interpreting students and interns. Dr. Weber has developed and presented at a number of professional conferences both independently and in collaboration with colleagues. He has also written on a variety of issues directly related to interpreting and services for deaf and hard of hearing individuals such as a budget analysis of interpreter services in post-secondary education, investigation of state and federal laws related to services, and a framework for a statewide mentoring program. Dr. Weber’s research interests include educational leadership, mentoring, inclusive services for diverse populations, social justice, and diversity affairs in educational environments. He looks forward to continuing to support and enhance the interpreter profession and services through education, mentoring, and collaboration.

EDUCATION SESSION ATTENDANCE

The number of educational interpreters attending each session varied widely and attendance at each SCEIC event is detailed in Table 13.

2017-2018 Education Session Attendance

Date	Session	Tier	Attendance
23 September 2017	EIPA Written Test Standards	ALL	11
20-21 October 2017	Mouth Morphemes: Degree of Inflection	I	11
	Teaching and Old Dog New Tricks	II	18
	Expressive Language: Text, Perfor. & Change	III	8
21 October 2017	Mentee Centered Mentoring	ALL	3
08-09 December 2017	ASL Questioning Skills	I	7
26-27 January 2018	ASL Short Narratives	I	10
	Receptive Fingerspelling & Key Vocabulary	II	19
	Cohesive Devices in ASL	III	6
10 February 2018	Boystown: Unpacking Sign to Voice Essentials	ALL	13
09-10 March 2018	Get a Grip on Fingerspelling	I	9
24 March 2018	EIPA Written Test Standards	ALL	6
07 April 2018	Boystown: Unpacking Use of Space & Classif.	ALL	4
27-28 April 2018	Complex ASL Syntax	I	12

	Intonation in English Has Meaning	II	15
	Understanding Discourse Mapping on the EIPA	III	3
18-19 May 2018	Conveying the Main Idea	I	4
25-29 June 2018	SCSDB Tier I Orange Immersion Week	I	10
16-20 July 2018	Educational Interpreting Institute: Tier II Green	II	21
	Educational Interpreting Institute: Tier II Blue	III	5
TOTAL			195

Table 13. Education Sessions Attendance

Figure 10 explores attendance by Tier group. Although more opportunities were presented to them, the Tier I Orange cluster represents 40% of attendees.

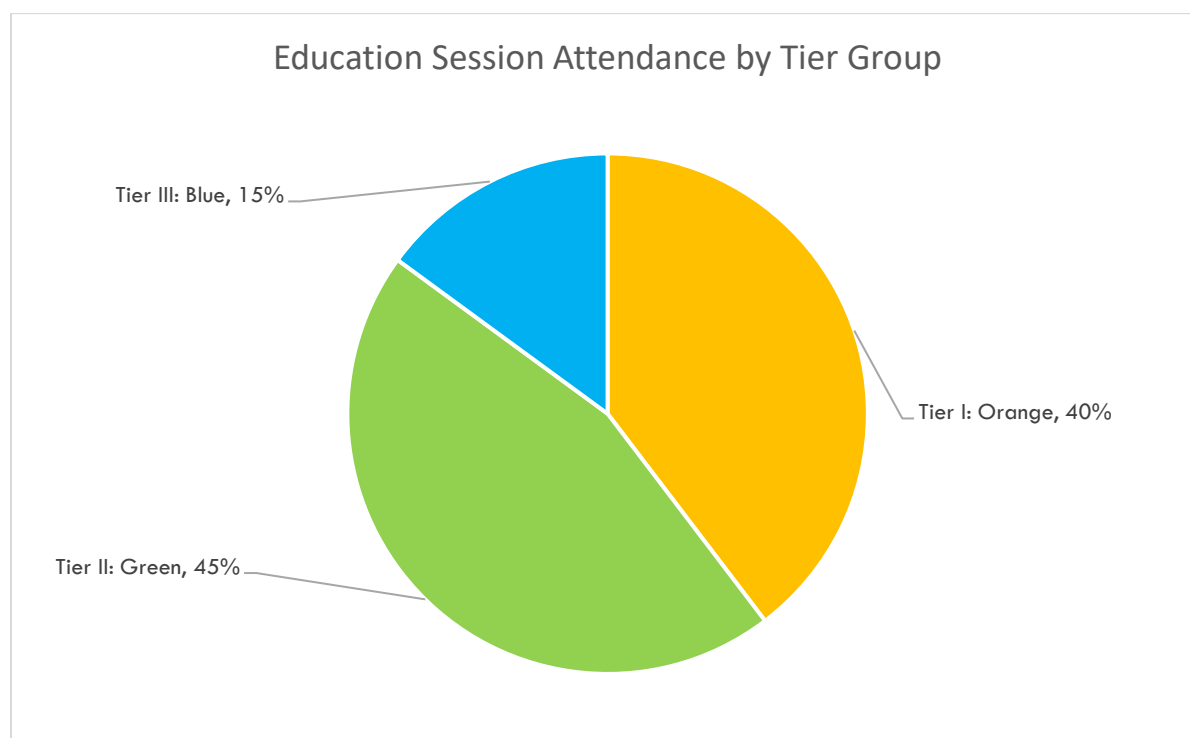


Figure 10. Percentage of Attendees by Tier

The Green Tier II group had the highest number of attendees at 45%. Conversely, the Blue Tier III group account for 15% of attendees. Rhetorical information suggests the Tier III Blue educational interpreters believe they have few professional development needs as they are already working at or

slightly above the minimum suggested standard of EIPA 3.5 or the ability to convey 70% of classroom information.

Eighty-one percent of educational interpreters attended education sessions focused on interpreting skills while the remaining 19% attended sessions addressing knowledge competencies. Attendance by location is not a factor. Sessions hosted in the upstate, midlands and low country did not yield any better or worse attendance. **It also warrants noting attendance at the Summer sessions surpassed all records of attendance at summer interpreting sessions at the Research to Practices Institute since 2004.**

PERFORMANCE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS

Using both SCEIC Educational Interpreter EIPA testing data paired with national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008) the SCEIC addressed the following competencies in education sessions. Table 14 identifies that state mean in each performance competency and the number of educational sessions in the 2017-2018 year that addressed each specific competency

EIPA Competencies State Mean and Education Sessions Addressing the Competency				
DOMAIN	COMPETENCY	STATE MEAN	COMPETENCY	
ROMAN I	A Stress Important Words	3.0	✓✓✓✓✓	✓✓
	B Affect/Emotions	3.2	✓✓✓✓✓	✓
	C Register	2.9	✓✓✓✓✓	
	D Sentence Boundaries	3.3	✓✓✓✓✓	✓
	E Boundaries Indicated	3.2	✓✓✓✓✓	✓
	F Non-Manual Markers	2.6	✓✓✓✓✓	✓
	G Verb Directional/Pronominal	3.1	✓✓✓✓✓	
	H Comparison/Contrast	2.7	✓✓✓✓✓	✓
	I Classifiers	2.4	✓✓✓✓✓	✓
	J Grammar	2.7		✓
	K Eng. Morphological Marking	n/a		
	L Mouthing	4.7		✓
ROMAN II	A Signs	3.0	✓✓✓	

	B	Fingerspelling/Numbers	2.4	✓✓✓✓✓
	C	Register	2.8	✓✓✓
	D	Non-Manuals	2.5	✓✓✓✓✓ ✓
	E	Rate, Rhythm, Fluency	3.0	✓✓✓✓
	F	Sentence/Clause Boundaries	2.8	✓✓✓✓✓
	G	Sentence Types	2.7	✓✓
	H	Emphasize Important Words	2.7	✓✓✓✓✓
	I	English Word Selection	2.8	✓
	J	No Extraneous Sounds	2.8	✓
ROMAN III	A	Amt Sign Vocab	4.7	✓✓✓✓
	B	Signs Made Correctly	4.5	✓✓✓✓✓
	C	Fluency	4.3	✓✓✓✓✓
	D	Vocab with System	4.4	✓✓✓✓
	E	Key Vocab Represented	3.2	✓✓✓✓✓
	F	F/S Production	4.2	✓✓✓✓✓ ✓
	G	Spelled Correctly	4.4	✓✓✓✓✓ ✓✓
	H	App Use of Fingerspelling	3.0	✓✓✓✓✓ ✓✓
	I	Numbers	4.9	✓✓✓✓
ROMAN IV	A	Eye Contact	3.2	✓✓✓✓✓
	B	Whole V-S	2.9	✓✓✓✓✓ ✓✓
	C	Whole S-V	2.7	✓✓✓✓✓ ✓
	D	Decalage V-S	2.7	
	E	Decalage S-V	2.5	
	F	Principles of Discourse Mapping	1.7	✓✓✓✓✓
	G	Who Speaking	2.9	✓✓

Table 14. 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 Educational Interpreters. Table 15 outlines these competencies and the number of educational sessions in the 2017-2018 year that addressed each specific competency.

DOMAIN	STATE MEAN	ADDRESSING COMPETENCY
Child Cognitive/Language Development	82%	✓✓
Culture	86%	✓✓
Education	85%	✓✓
English	74%	✓✓
Interpreting	82%	✓✓
Linguistics	75%	✓✓

Literacy	81%	✓✓
Guidelines for Professional Conduct	82%	✓✓
Student Development	84%	✓✓
Technology	82%	✓✓

Table 15 EIPA: WT Competencies State 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 (68%). 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 in the pass rate.

MENTORING

The SCEIC provided face-to-face mentoring services for Tier I: Orange and Tier II: Green educational interpreters and distance mentoring services using the GoReact platform for both Tier II: Green and Tier III: Blue educational interpreters. In all **62 educational interpreters received 7,850 minutes (131 hours) of mentoring services**. Mentoring addressed: developing knowledge competencies (1,555 minutes/26 hours); engaging in guided self-assessments (330 minutes/6 hours); designing a tailored professional development plan (830 minutes/14 hours); and addressing specific discrete competencies (5,135 minutes/86 hours). Table 16 outlines the number of minutes provided for each region.

Minutes of Mentoring Services Provided in the 2017-2018 Academic Year

Region	Minutes
Region I	750
Region II	4,015
Region III	1,425
Region IV	765
Region V	895
Total	7,850

Table 16. Minutes of Mentoring Services Provided in the 2017-2018 Academic Year

In addition, the SCEIC provided 60 educational interpreters with copies of B. Winston's (2004) *Educational Interpreting: How it Can Succeed* and M. Smith's (2013) *More than Meets the Eye: Revealing the Complexities of an Interpreted Education*. A few educational interpreters (n=5) around the state participated in a guided book discussion addressing some of the information in these texts.

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 for 12 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 and addressing vacancies
- 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' second 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 2018-2019.

2018-2019 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 nearly 100 EIPA initial and re-assessments.

Table 17 outlines the month, region and district of scheduled 2018-2019 EIPA assessments.

Date	Region	Hosting District
September 2018	Region I: Upstate	York
November 2018	Region II: PeeDee	Horry
December 2018	Region I: Upstate	Greenville
January 2019	Region III: Midlands	SCSDB Columbia
February 2019	Region V: Lower Coast	Dorchester
February 2019	Region III: Midlands	Aiken
March 2019	Region V: Lower Coast	Beaufort
April 2019	Region II: PeeDee	Darlington
May 2019	Region IV: Charleston	Charleston
May 2019	Region III: Midlands	Orangeburg
June 2019	Region I: Upstate	Greenville

Table 17. Scheduled EIPA Performance Tests

EIPA WRITTEN TEST DATES

With fewer educational interpreters needing to take the EIPA:WT and the technology needed to administer the examination, the EIPA:WT will be offered twice during the 2018-2019 academic year.

Table 18 outlines the month, region and district of scheduled 2018-2019 EIPA:WT assessments.

Scheduled EIPA Written Tests

Region	Date	Host District
December 2018	Region I: Upstate	Greenville
June 2019	Region I: Upstate	Clemson

Table 18. Scheduled EIPA Written Tests

2018-2019 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 2018-2019 academic year. To target learning, educational objectives have been distilled from the needs analyses of competencies throughout the state, and the SCEIC will coordinate Tier II (Green) and Tier III (Blue) education sessions while our SCSDb partner will coordinate Tier I (Orange) education sessions this academic year.

Both the SCEIC and SCSDb have 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 Tier II and Tier III 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 for the 13 Educational Interpreters in this Tier group. This academic year, our SCSDb partners have organized the following Orange: Tier I education sessions.

One Thing Leads to Another

14-15 September 2018
Spartanburg, SC

Participants will work on using correct ASL grammar to show cause and effect using “if – then” scenarios, games, and real-life dialogues.

Presenter: Claire Bailey & Glenda McCary

It's a Piece of Pi!

16-17 November 2018
Charleston, SC

This workshop will focus on numbering systems: measuring, time, money, ordinals, percentages and more! It's a perfect workshop for those who need to know how to interpret mathematical problems.

Presenter: Jubby Rabiou & Glenda McCary

He Said, She Said

11-12 January 2019
Spartanburg, SC

This workshop will focus on improving clarity of signed communication with correct use of directional verbs. Other verb types will be discussed as time allows.

Presenter: Claire Bailey & Jubby Rabiou

How's Your Sense of Direction?

15-16 March 2019
Columbia, SC

This workshop is about spatial locations. We will be focusing on how to describe the layout of a room or a place, maps, and objects you would find inside a room. This will include mouth morphemes that determines the location. There will be lots of fun activities to reinforce how to describe things better.

Presenter: Jubby Rabiou & Glenda McCary

I'll Pencil You In!

03-04 May 2019
Charleston, SC

This workshop is focused on calendar-related activities. We will be working on inflections for temporal aspect: an event happening once, a recurring event which can happen frequently or regularly and continuous inflection. There will be plenty of activities to help reinforce this lesson.

Presenter: Jubby Rabiou & Glenda McCary

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 37 educational interpreters in this Tier group. However, it is strongly suspected this Tier population will increase as other interpreters improve their skills.

Mouth Morphemes: Degrees of Inflection

14-15 September 2018

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 synonyms 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.

Competencies:

Roman I C: Register

Roman I F: Mouth Morphemes
Roman II D: Nonmanual Behaviors and ASL Morphology
Roman II E: speech production: rate, rhythm, fluency, volume
Roman II H: Emphasize important words, phrases, affect, emotions
Roman II I Correct English word selection

Presenter: Wink Smith

Making Faces

What the %\$#@! Did You Just Sign??

16-17 November 2018

ASL grammar includes a great deal more than just sign vocabulary and placement. This workshop focuses on the use of facial expressions/mouthing morphemes as a key linguistic tool in translating from English to ASL and vice versa, with plenty of examples and facial exercises.

The use of words and phrases that are considered obscenities or foul language in spoken English discourse are not always used the same way or with the same subtext in ASL and Deaf culture environment (in fact is often used in non-offensive or derogatory manner) and often can present difficulties in voicing ASL discourse accurately or receptive comprehension in conversation. This workshop will clarify the actual contextual meanings of specific words and phrases as they are used in ASL discourse and the best way to voice or otherwise interpret these words/phrases.

Competencies:

Roman I A: Stress or emphasis for important words or phrases

Roman I B: Affect and emotions

Roman I C: Register

Roman I F: Mouth Morphemes

Roman II B: Fingerspelling and numbers

Roman II C: Register

Roman II D: Nonmanual Behaviors and ASL Morphology

Roman II E: Speech production: rate, rhythm, fluency, volume

Roman II H: Emphasize important words, phrases, affect, emotions

Roman II I: Correct English word selection

Presenter: Crom Saunders

A Focus on ASL to English Interpreting

11-12 January 2018

Competencies:

Roman II D: Nonmanual behaviors and ASL morphology

Roman II E: Speech production: rate, rhythm, fluency, volume

Roman II F: Sentence boundaries

Roman II G: Sentence types

Roman II H: Emphasize important words, phrases, affect, emotions

Roman II I: Correct English word selection

Presenter: Wink Smith, Jr.

Pragmatics in the Classroom

03-04 May 2019

Discourse in the classroom is complex. Teachers use their speech to perform a variety of actions including eliciting responses, asking rhetorical questions, correcting, encouraging, and reminding. This is called pragmatics, an area of linguistics that focuses on how language is used in context for various purposes. Interpreting pragmatic intent requires the interpreter to make decisions above and beyond what sign to use for a particular concept. They must use a variety of linguistic resources in ASL in order to convey the action being performed by the teacher's speech. This workshop will delve into pragmatics in the classroom. Interpreters will analyze classroom samples for pragmatic information and will discuss and practice ways in which that content is conveyed in ASL in an equivalent way.

Competencies:

Roman I A: Stress or emphasis for important words or phrases

Roman I B: Affect and emotions

Roman I C: Register

Roman II D: Nonmanual Behaviors and ASL Morphology

Roman II H: Emphasize important words, phrase, affect, emotions

Roman II I: Correct English word selection

Presenter: Deborah Cates

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 25 educational interpreters in this group, however, this tier population should increase as educational interpreters from other tiers improve their skills.

Speaker's Intent: Nuances & Hidden Meaning

14-15 September 2018

In K-12 settings, educational interpreters receive messages in the source languages and interpret the content into the respective target languages. They are also tasked with interpreting hidden aspects such as the speaker's intent, the organization of the message and cultural nuances. These interpretations affect the Deaf student's learning, the teacher's assessment of the Deaf student and the social relationships experienced in school. However, the pace of the school day does not allow time to unpack everything that is contained in the source message. This workshop is the "pause button" interpreters have always wanted. Participants will have the opportunity to analyze two ASL and two English sources in-depth. The presenter will include various frameworks and theories for participants to use for these investigations. The analyses of these source messages will help participants provide a clearer and fuller interpretation in their day-to-day work.

Competencies:

Roman I A: Stress or emphasis for important words or phrases

Roman I B: Affect and emotions

Roman I C: Register

- Roman II D: Nonmanual Behaviors and ASL Morphology
- Roman II H: Emphasize important words, phrase, affect, emotions
- Roman II I: Correct English word selection

Presenter: Richard Brumberg

A Focus on Sentence Boundaries

16-17 November 2018

Competencies:

Roman II F: Sentence boundaries

Presenter: Wink Smith, Jr.

Colloquialism, Slang, or Regional Signs

11-12 January 2019

This workshop is the Deaf perspective/expressive/meanings and a part of linguistics study of how colloquialisms, slangs and regional differ in ASL in comparison to English. Each colloquialism or slang sign/concept has their own ASL sign/grammar. This is one of the most misused and misunderstood part of ASL language in regional area or nation. Mouth Morphemes will be highlighted in this workshop as well.

Competencies:

- Roman I A: Stress or emphasis for important words or phrases
- Roman I B: Affect and emotions
- Roman I C: Register
- Roman I F: Mouth morphemes
- Roman II B: fingerspelling and numbers
- Roman II C: Register
- Roman II D: Nonmanual Behaviors and ASL Morphology
- Roman II E: Speech production: rate, rhythm, fluency, volume
- Roman II G: Sentence types
- Roman II H: Emphasize important words, phrases, affect, emotions
- Roman II I: Correct English word selection

Presenter: Patrick Fischer

A Focus on Receptive Fingerspelling

03-04 May 2019

Competencies:

Roman II B: Fingerspelling and numbers

Roman II I: Correct English word selection

Presenter: Wink Smith, Jr.

ALL TIER STREAMING EDUCATION SESSIONS

Interpreting Math Classes

06 October 2018

Columbia, SC

Mathematics is an integral part of the curriculum for students who are deaf or hard of hearing. It is not uncommon for teachers and interpreters to have different signs for frequently used mathematical terms. This lack of consistency could have a detrimental effect on students' learning. This workshop is designed to assist sign language interpreters, mathematics teachers and interpreting students in becoming familiar with mathematical signs. We will discuss the rationale behind choosing certain signs and provide opportunities for interpreters to practice incorporating them in their interpretations.

Competencies:

Roman I G: Use of verb directionality/pronominal system

Roman I H: Comparison/contrast, sequence and cause/effect

Roman I I: Location/relationship using ASL Classifier system

Roman II B: Fingerspelling and numbers

Roman III I: Production of numbers

Presenter: Paul Glaser

Fingerspelling & Numbers

01 December 2018

Greenville, SC

Producing clear, fluent fingerspelling is essential for delivering a quality interpretation. Part one of this training will focus on the accurate production of the letter handshapes and producing clear fingerspelled words. The presenters will lead the participants through activities to practice their production skills. Part two of the workshop will give participants the opportunity to practice their receptive skills of fingerspelling and numbers.

Competencies:

Roman II B: Fingerspelling and Numbers

Roman III F: Production of Fingerspelling

Presenter: Gina Grabher & Bethany Koubsky

Prosody

16 February 2019

Charleston, SC

Why do signers sometimes shift in space when they are not indicating a specific referent? Why do they raise their eyebrows when they are not asking a question? How do I know that a signer is referring to a past discourse referent instead of a time in the past? How can I improve my sentence boundaries in my interpreting? The answer to these questions is prosody. Prosodic features of language are larger than individual signs or even individual sentences. These are the features that help you navigate through discourse. Prosodic features help to create and recognize boundaries in sign, including both Signed English and ASL. In this workshop, participants will learn about prosodic features, will practice recognizing them, and will learn how to interpret the features.

Competencies:

Roman I A: Stress/emphasis for important words or phrases

Roman I B: Affect/emotions

- Roman I C: Register
- Roman I D: Sentence Boundaries
- Roman I E: Sentence types/clausal boundaries indicated

Presenter: Deborah Cates

KNOWLEDGE COMPETENCIES EDUCATION SESSIONS

To again to prepare educational interpreters for the EIPA: WT, two separate education sessions will be offered in 2018-2019.

EIPA WT Knowledge Competencies

09-10 November 2018

21-22 June 2019

The EIPA Written Test (WT) workshop will cover the top three problematic competency areas typically found amongst SC Educational Interpreters. The intent of this workshop is to clarify the most difficult competencies and discuss any questions participants may have before taking the EIPA WT. This workshop will not cover each competency found on the EIPA WT. Participants must prepare for the written test before attending this workshop. All knowledge competencies and standards can be found on the EIPA website: <https://www.classroominterpreting.org/EIPA/standards/contentstandards.asp> All registered workshop participants can register for the EIPA WT. The test will be administered on Saturday at the end of the workshop.

Presenter: Susie Spainhour

Competencies:

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

MENTORING

All Tier II and Tier III educational interpreters have been contacted to determine if they would like to engage with mentoring services. From there the SCEIC has reached out to relevant district administrators for interested Tier II interpreters to secure permission to work with targeted educational interpreters directly in their home school site. Similarly, Tier II and Tier III educational interpreters have been credentialed with a GoReact account for virtual mentoring.

SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and students who are Deaf. 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 a second year of services through the South Carolina Educational Interpreting Center (SCEIC). The accrued evidence indicates much progress has been made in identifying the educational interpreting population, assessing their knowledge and skills and providing mentoring and professional development sessions to address their specific needs. The SCEIC partners believe these outputs will lead toward improved outcomes for students who are Deaf in South Carolina and look forward to enacting another year of services for the state.

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