

# CLEMSON<sup>®</sup>


---

SOUTH CAROLINA EDUCATIONAL  
INTERPRETING CENTER

---

## *Annual Report*

*September 2019*



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

## TABLE OF CONTENTS

TABLE OF FIGURES.....	4
INDEX OF TABLES .....	5
PROGRAM OVERVIEW & HIGHLIGHTS .....	6
EDUCATIONAL INTERPRETER CENSUS & TIERS .....	7
ASSESSMENTS .....	14
EIPA PERFORMANCE ASSESSMENT .....	14
CUED LANGUAGE TRANSLITERATORS .....	22
EIPA: WRITTEN ASSESSMENTS .....	22
EDUCATION.....	26
ACADEMIC YEAR EDUCATION SESSIONS.....	26
TIER I: Orange Education Sessions.....	26
One Thing Leads to Another .....	27
It's a Piece of Pi!.....	27
He Said, She Said.....	27
How's Your Sense of Direction? .....	28
I'll Pencil You In!.....	28
TIER II: Green Education Sessions.....	28
Making Faces: What the %\$#@! Did You Just Sign??.....	29
Stress. You can feel it; but can you see it?.....	30
Mouth Morphemes: Degrees of Inflection.....	31
Pragmatics in the Classroom.....	33
TIER III: Blue Education Sessions .....	34
ASL Sentence Structures, Types, and Boundaries .....	34
Speaker's Intent: Nuances & Hidden Meaning.....	35
Colloquialism, Slang, or Regional Signs .....	37
"Please let me catch this fingerspelled word!" - Said every interpreter.....	38
ALL TIERS Education Sessions.....	39
How Do I Interpret Math Class?.....	39
EIPA Written Test Standards.....	40
Developing Effective Interpreting Skills for Using Fingerspelling & Numbers ...	41
Understanding Prosody .....	42
SUMMER EDUCATION SESSIONS .....	42

<i>TIER II: Green Summer Education Session</i> .....	43
Practicing the Interpreter Process English to ASL.....	43
Competencies: .....	44
Session Evaluations:.....	44
Practicing the Interpreter Process ASL to English.....	45
Competencies: .....	46
Session Evaluations:.....	46
Interpreting Process: ASL to English.....	48
For the Birds: Pixar How to.....	49
<i>TIER III: Blue Summer Education Sessions</i> .....	51
Interpreting Process: ASL to English.....	52
Study and Translation of a Famous Oath & National Anthem.....	55
ASL Journey into the Body .....	57
For the Birds: Pixar How to.....	58
<i>PRESENTER BIOGRAPHIES</i> .....	60
<i>EDUCATION SESSION ATTENDANCE</i> .....	65
<i>PERFORMANCE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS</i> .....	66
<i>KNOWLEDGE COMPETENCIES ADDRESSED IN EDUCATION SESSIONS</i> .....	67
<i>MENTORING</i> .....	69
<i>TECHNICAL ASSISTANCE</i> .....	70
<i>MOVING FORWARD</i> .....	71
<i>2019-2020 ASSESSMENTS</i> .....	71
<i>EIPA PERFORMANCE TEST DATES</i> .....	71
<i>EIPA WRITTEN TEST DATES</i> .....	72
<i>2019-2020 EDUCATION SESSIONS</i> .....	72
<i>ORANGE TIER I EDUCATION SESSIONS</i> .....	73
<i>GREEN TIER II EDUCATION SESSIONS</i> .....	73
<i>BLUE TIER III EDUCATION SESSIONS</i> .....	74
<i>ALL TIER EDUCATION SESSIONS</i> .....	75
<i>KNOWLEDGE COMPETENCIES EDUCATION SESSIONS</i> .....	75
<i>MENTORING</i> .....	76
<i>SUMMARY</i> .....	77
<i>REFERENCES</i> .....	78

## **TABLE OF FIGURES**

Figure 1. South Carolina school districts employing educational interpreters.....	9
Figure 2. Region I School Districts.....	10
Figure 3. Region II School Districts.....	11
Figure 4. Region III School Districts.....	11
Figure 5. Region IV School Districts.....	12
Figure 6. Region V School Districts .....	12
Figure 7. Tier Needs and Services.....	13
Figure 8. Percentage of Population Assigned to Each Tier.....	17
Figure 9. WT Passing Percentage by Tier.....	24

## **INDEX OF TABLES**

Table 1. Census vs. Actual number of South Carolina Educational Interpreters .....	10
Table 2. National versus South Carolina EIPA Results of Educational Interpreters .....	15
Table 3. Estimated vs. Actual Tier Levels of Educational Interpreters in South Carolina .....	15
Table 4. Mean 2019 EIPA score for each region .....	16
Table 5. Tier Distributions by Region .....	16
Table 6. EIPA Competency Scores by State and by Region.....	19
Table 7. EIPA Competency scores by state and by tier.....	20
Table 8. EIPA Diagnostic Center Attribution of Skill Development Order .....	21
Table 9. EIPA: WT Testing by Year.....	23
Table 10. EIPA: WT Domain Area Scoring Percentage Statewide and by Tier .....	25
Table 11. EIPA: WT Domain Area Scoring Percentage Statewide and by Region .....	25
Table 12. Education Sessions Attendance.....	65
Table 13. EIPA Competencies & Education Sessions Addressing the Competency.....	67
Table 14 EIPA: WT Education Sessions Addressing the State Mean .....	68
Table 15. Minutes of Mentoring Services Provided in the 2018-2019 Academic Year .....	69
Table 16. 2019-2020 Scheduled EIPA Performance Tests .....	71
Table 17. 2019-2010 Scheduled EIPA Written Tests.....	72

## **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 2018-2019 funding year. The work of the SCEIC noted the following 2018-2019 highlights among educational interpreters across the state:*

- **127 active SCEIC participants**
  - **95 full-time Educational Interpreters**
  - 16 substitute interpreters
  - 16 cued language Transliterators
- 79 EIPA interpreting exams administered in 2018-2019
  - Awaiting 13 sets of EIPA results
  - 14 working educational interpreters have not taken an EIPA examination
- **Statewide mean on the EIPA: 3.3**
- **89% of Educational Interpreters have passed the EIPA: Written Test (WT)**
  - 16 EIPA: WT examinations proctored in 2018-2019
  - 29 full-time educational interpreters have not taken the EIPA: WT
- **166 Educational Interpreter attendees at education sessions**
  - Provided 17 professional education events (243 hours of professional development)
- **190 hours of direct mentoring services provided to 40 different educational interpreters**
- Provided technical assistance to 14 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 105 full-time educational interpreters working in South Carolina school districts in the 2018-2019 academic year. The following school districts report employing educational interpreters: Aiken, Anderson 5, Barnwell, Beaufort, Berkeley, Calhoun, Charleston, Clarendon, Colleton, Darlington, Dorchester 2, Georgetown, Greenville, Horry, Jasper, Kershaw, Lexington 1, Lexington 4, Lexington 5, Oconee, Orangeburg 5, Pickens, Richland 1, South Carolina School for the Deaf and the Blind, Spartanburg 6, Sumter, York 2, York 3, and York 4 (See Figure 1). **At the beginning of the 2019-2020 school year, there were 10 open full-time educational interpreter positions in the state.**

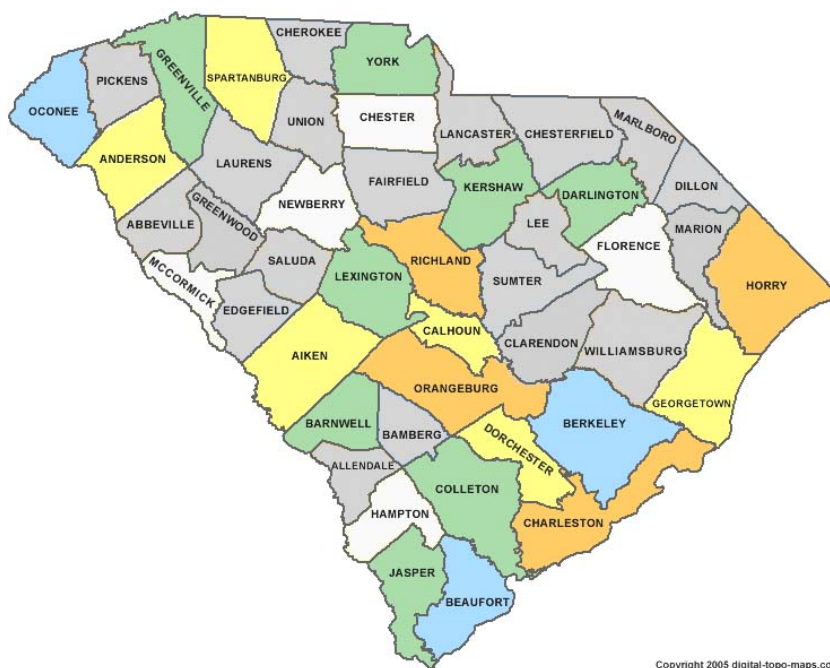


Figure 1. South Carolina school districts employing educational interpreters

To best serve the entire state, the SCEIC employs a regional model to provide comprehensive services. Table 1 identifies the regional distribution of Educational Interpreters and their full-time employment status.

Census vs. Actual Number of full-time South Carolina Educational Interpreters

	2016 Census	2017	2018	2019
Region I: Upstate	43	22	23	25
Region II: PeeDee	21	17	18	18
Region III: Midlands	25	19	20	20
Region IV: Charleston	16	12	13	20
Region V: Lower Coast	11	16	14	12
<b>Total</b>	<b>116</b>	<b>86</b>	<b>88</b>	<b>95</b>

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

**Region I: Upstate**

Districts employing educational interpreters:

- Anderson 5      Spartanburg 6
- Greenville      Union
- Oconee          York 2
- Pickens          York 3
- SCSDB          York 4

- 2016 Census: 43
- 2017 Registrations: 24
- 2017 Cue Transliterators: 16
- 2018 Educational Interpreters: 23
- 2019 Educational Interpreters: 25

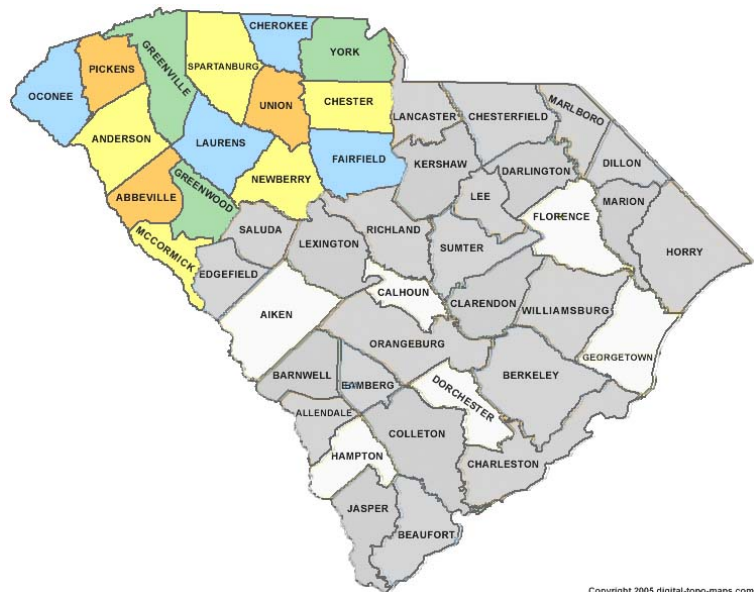


Figure 2. Region I School Districts

**Region II: PeeDee**

Districts employing educational interpreters:

Darlington            Kershaw  
 Horry                    Sumter

2016 Census: 21  
 2017 Registrations: 18  
 2018 Educational Interpreters: 18  
 2019 Educational Interpreters: 18

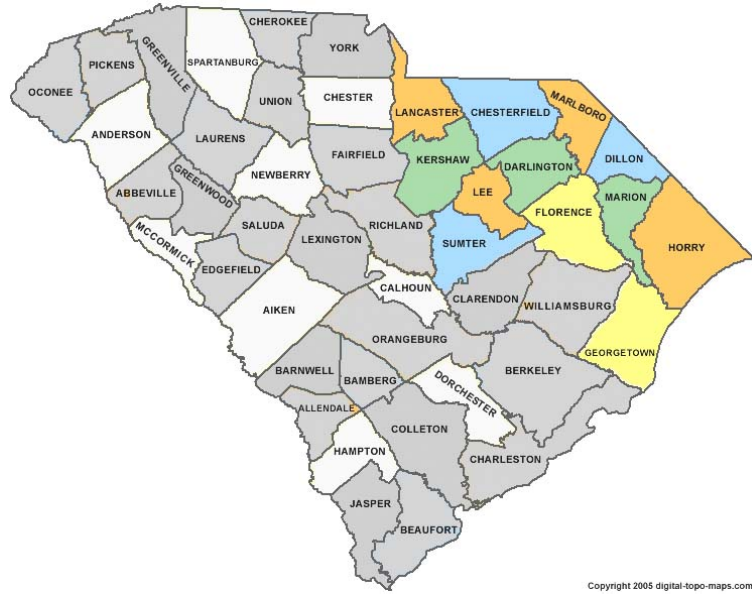


Figure 3. Region II School Districts

**Region III: Midlands**

Districts employing educational interpreters:

Aiken                    Lexington 4  
 Barnwell              Lexington 5  
 Calhoun                Orangeburg  
 Clarendon             Richland 1  
 Lexington 1

2016 Census: 25  
 2017 Registrations: 25  
 2018 Educational Interpreters: 20  
 2019 Educational Interpreters: 20

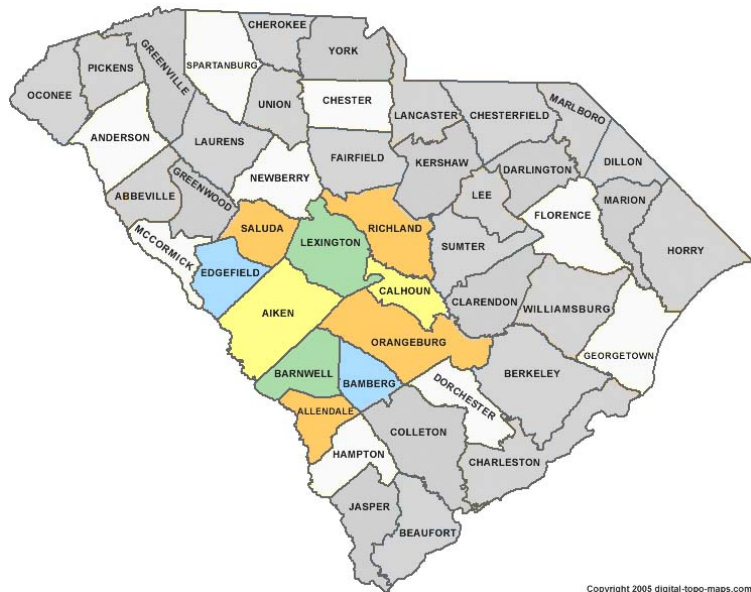


Figure 4. Region III School Districts

**Region IV: Charleston**

Districts employing educational interpreters:

Berkeley                      Georgetown  
Charleston

2016 Census: 16  
2017 Registrations: 13  
2018 Educational Interpreters: 13  
2019 Educational Interpreters: 20

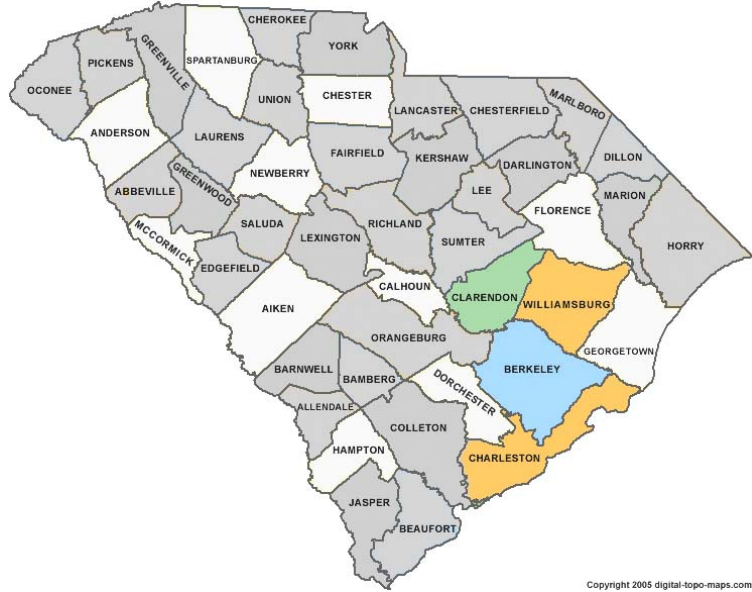


Figure 5. Region IV School Districts

**Region V: Lower Coast**

Districts employing educational interpreters:

Beaufort                      Dorchester  
Colleton                      Jasper

2016 Census: 11  
2017 Registrations: 16  
2018 Educational Interpreters: 14  
2019 Educational Interpreters: 12

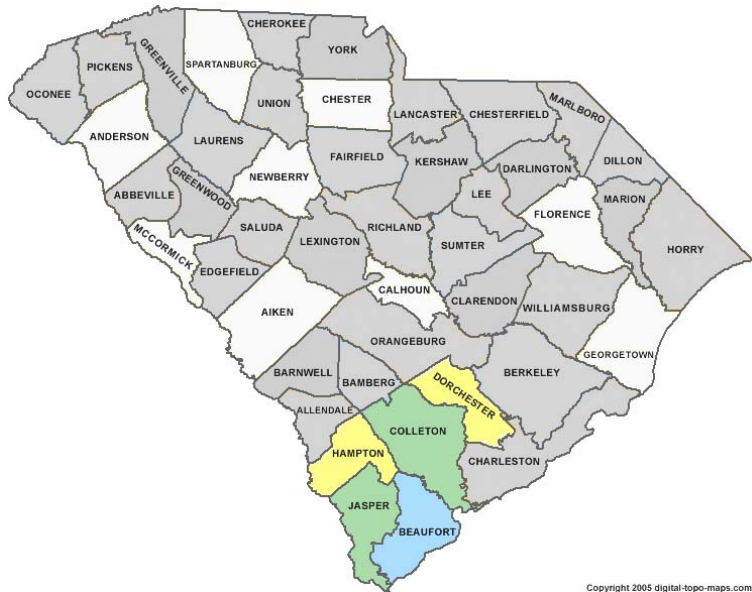


Figure 6. Region V School Districts

*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.

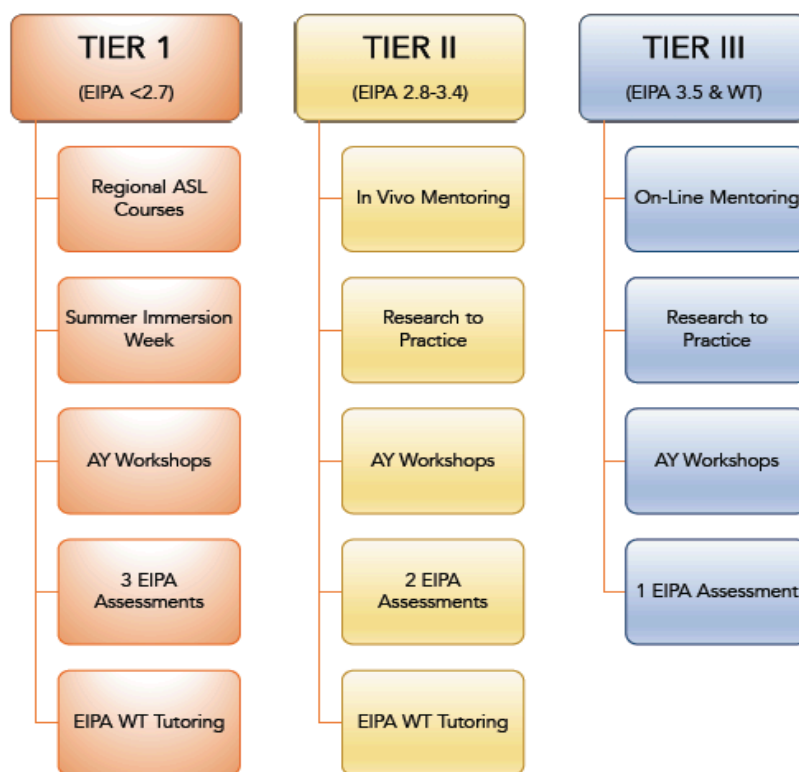


Figure 7. Tier Needs and Services

In addition to the Educational Interpreter population, Greenville County school employs 16 Cued Language Transliterators working in a full-time capacity. In 2018, 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 summarizes these findings and contrasts the SCEIC scores from 2017-2019.*

### National versus South Carolina EIPA Results of Educational Interpreters

	National (2009-2014) (n=8,680)	South Carolina (2008) (n=92)	South Carolina (2017) (n=135)	South Carolina (2018) (n=94)	South Carolina (2019) (n= 90)
EIPA: <3.0*	16%	61%	41%	26%	29%
EIPA: 3.0-3.4	42%	20%	8%	37%	33%
EIPA: 3.5+/Cert	40%	11%	30%	29%	38%

\*or not assessed

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

In 2018-2019, the SCEIC **administered 79 EIPA** examinations with 13 educational interpreters awaiting their EIPA results from the EIPA Diagnostic Center. There are also 14 educational interpreters who have not taken an EIPA assessment. With the results we currently have, **the statewide mean on the EIPA examination is 3.3**. Table 3 details the estimated versus actual statewide score distribution by tier.

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

	<u>Estimated</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>	
Tier I (<2.7)	89	66%	7	9%	13	10%	7	6%
Tier II (2.8-3.4)	11	8%	28	35%	37	29%	45	40%
Tier III (3.5-3.9)	8	6%	14	17%	25	19%	35	34%
HQ (4.0)	27	20%	17	21%	11	9%	8	7%
<b>Subtotal</b>	<b>135</b>		<b>66</b>		<b>86</b>		<b>98</b>	
Not Tested			15	19%	30	23%	14	13%
<b>Total</b>	<b>135</b>		<b>81</b>		<b>116</b>		<b>112</b>	

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

Table 4 outlines the mean EIPA score for each region. T-scores were calculated for mean EIPA scores by region (M=3.3, SD=0.18) and indicate regional differences are not

*statistically significant* ( $t= 0.431331, p=.688457$ ) at  $p<0.05$ . Although Region II demonstrated a 0.1 increase from 2018, Educational Interpreters in Region II score again remain lower than the rest of the state. Both Region III and Region V demonstrated a 0.2 increase in mean EIPA scores from 2018. No other region had a change in mean EIPA score.

Mean 2019 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	3.0	3.4	3.3	3.2	<b>3.3</b>

Table 4. Mean 2019 EIPA score for each region

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

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	0%	3	17%	1	5%	1	5%	2	17%
Tier II (2.8-3.4)	9	40%	12	67%	7	35%	13	65%	4	33%
Tier III (3.5-3.9)	12	50%	3	17%	11	55%	5	25%	4	33%
HQ	4	20%	0	0%	1	5%	1	5%	2	17%
<b>Subtotal</b>	<b>25</b>		<b>18</b>		<b>20</b>		<b>20</b>		<b>12</b>	

Table 5. Tier Distributions by Region

These data readily reveal Region II (PeeDee) and Region IV (Charleston) employing a higher percentage of Tier I interpreters than other regions. Statistically however, these



findings are not significant ( $t=0$ ,  $p<.05$ ). Conversely, Region I employs more highly qualified educational interpreters which is again not significant ( $t=0$ ,  $p<.05$ ). Region III employs the highest percent of educational interpreters in Tier III which is likewise not significant ( $t=0$ ,  $p<.05$ ). Figure 8 provides a statewide snapshot of the percentage of educational interpreters assigned to each Tier as defined by their individual performance skills. It is readily apparent the bulk of educational interpreters across all regions are scoring between 2.8-3.4 and 3.5-3.9.

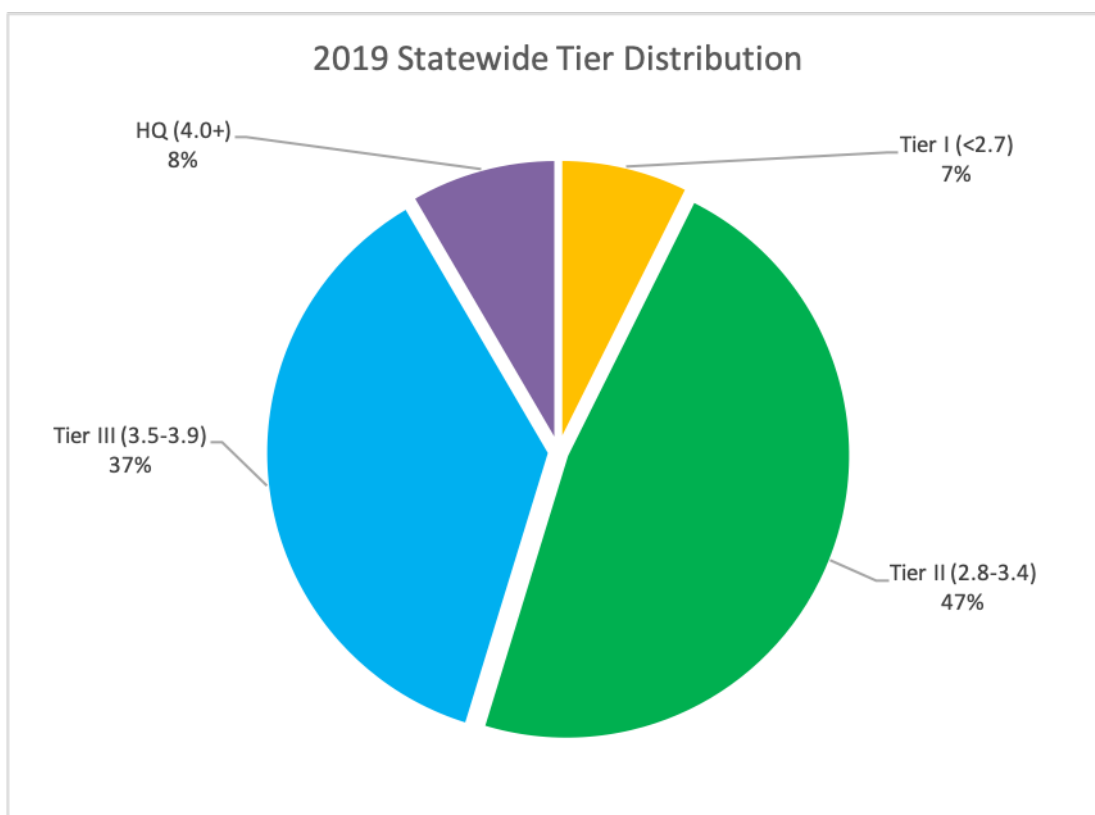


Figure 8. Percentage of Population Assigned to Each Tier

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.

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.

EIPA Competency Scores by State and by Region.

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

B. Signs Made Correctly	4.5	4.8	4.1	4.6	4.6	4.5
C. Fluency	4.3	4.7	4.1	4.5	4.5	4.5
D. Vocab with System	4.4	4.5	4.1	4.8	4.7	4.5
E. Key Vocab Represented	2.9	3.1	2.7	3.1	3.1	2.9
F. F/S Production	4.3	4.6	4.2	4.6	4.4	4.1
G. Spelled Correctly	4.5	4.7	4.4	4.8	4.6	4.4
H. App Use of Fingerspelling	2.7	2.8	2.3	3.0	2.8	2.6
I. Numbers	4.8	5.0	4.9	4.9	5.0	5.0
<b>ROMAN III MEAN</b>	<b>4.2</b>	<b>4.3</b>	<b>3.9</b>	<b>4.3</b>	<b>4.2</b>	<b>4.1</b>
ROMAN IV	This domain examines the overall transfer of meaning between languages.					
A. Eye Contact	3.2	3.4	3.0	3.3	3.2	3.3
B. Whole V-S	2.9	3.1	2.7	3.0	3.0	2.9
C. Whole S-V	2.7	2.8	2.4	2.9	2.9	2.7
D. Decalage V-S	2.7	2.9	2.5	2.9	2.7	2.7
E. Decalage S-V	2.6	2.7	2.4	2.7	2.8	2.5
F. Principles of Disc Mapping	1.7	2.0	1.3	1.9	1.9	1.8
G. Who Speaking	2.9	3.1	2.8	3.1	3.0	2.9
<b>ROMAN IV MEAN</b>	<b>2.7</b>	<b>2.9</b>	<b>2.5</b>	<b>2.8</b>	<b>2.8</b>	<b>2.7</b>

Table 6. EIPA Competency Scores by State and by Region

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

Domain	Competency	State	Tiers			
			I	II	III	HQ
ROMAN I	This domain assesses an interpreter's skills at transferring meaning from English to sign.					
	A. Stress Important Words	2.9	2.3	2.7	3.3	4.1
	B. Affect/Emotions	3.1	2.4	2.9	3.5	4.3
	C. Register	2.8	2.0	2.6	3.2	4.3
	D. Sentence Boundaries	3.2	2.4	3.1	3.5	3.9
	E. Boundaries Indicated	3.2	2.7	2.8	3.5	4.6
	F. Non-Manual Markers	2.6	2.1	2.2	3.0	3.8
	G. Verb Directionality/Pronom.	3.5	2.5	3.6	3.6	4.4
	H. Comparison/Contrast	2.7	2.0	2.4	3.1	3.9

I. Classifiers	2.7	1.9	2.5	3.0	3.5
J. Grammar	2.8	2.1	2.6	3.1	3.9
K. Eng. Morph Marking	Note this competency is only evident in MCE exams.				
L. Mouthing	4.8	4.7	4.8	4.8	5.0
<b>ROMAN I MEAN</b>	<b>3.2</b>	<b>2.5</b>	<b>2.9</b>	<b>3.5</b>	<b>4.1</b>
ROMAN II	This domain assesses an interpreter's skills at transferring meaning from sign to English				
A. Signs	3.1	2.2	2.9	3.5	4.3
B. Fingerspelling/Numbers	2.5	1.4	2.3	2.9	3.7
C. Register	2.7	1.6	2.4	3.1	4.2
D. Non-Manual Markers	2.4	1.6	2.2	2.8	3.8
E. Rate, Rhythm, Fluency	2.9	1.9	2.8	3.3	4.0
F. Sentence/clause Boundaries	2.9	1.8	2.6	3.3	4.0
G. Sentence Types	2.7	1.7	2.5	3.1	4.0
H. Emphasize Import Words	2.6	1.6	2.4	3.0	4.0
I. English Word Selection	2.8	1.7	2.7	3.2	4.2
J. No Extraneous Sounds	2.8	1.9	2.6	3.2	4.2
<b>ROMAN II MEAN</b>	<b>2.9</b>	<b>1.8</b>	<b>2.7</b>	<b>3.2</b>	<b>4.1</b>
ROMAN III	This domain assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings.				
A. Amt Sign Vocab	4.7	4.0	4.7	4.8	5.0
B. Signs Made Correctly	4.5	3.8	4.3	4.7	5.0
C. Fluency	4.3	3.4	4.3	4.6	4.9
D. Vocab with System	4.4	3.4	4.3	4.7	5.0
E. Key Vocab Represented	2.9	2.2	2.7	3.3	4.0
F. F/S Production	4.3	3.8	4.3	4.4	4.8
G. Spelled Correctly	4.5	4.0	4.4	4.6	4.9
H. App Use of Fingerspelling	2.7	1.9	2.4	3.0	3.8
I. Numbers	4.8	4.7	4.9	4.8	5.0
<b>ROMAN III MEAN</b>	<b>4.2</b>	<b>3.4</b>	<b>4.1</b>	<b>4.5</b>	<b>4.7</b>
ROMAN IV	This domain examines the overall transfer of meaning between languages.				
A. Eye Contact	3.2	2.7	3.0	3.4	4.7
B. Whole V-S	2.9	2.2	2.7	3.2	4.0
C. Whole S-V	2.7	1.8	2.5	3.0	4.2
D. Decalage V-S	2.7	1.0	2.5	3.0	3.7
E. Decalage S-V	2.6	1.6	2.4	2.9	3.8
F. Principles of Disc Mapping	1.7	0.7	1.4	2.2	3.3
G. Who Speaking	2.9	2.3	2.8	3.2	4.1
<b>ROMAN IV MEAN</b>	<b>2.7</b>	<b>1.9</b>	<b>2.5</b>	<b>3.1</b>	<b>4.0</b>

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*

<b>Competencies</b>	<b>Tier Focal Point</b>
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

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

## CUED LANGUAGE TRANSLITERATORS

*In 2017, 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, in 2018, Greenville County Special Education Administrators indicated they 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 16 EIPA: WT examinations for full time and substitute Educational Interpreters in 2018-2019. There remains 29 Educational Interpreters in the state who have not taken an EIPA: WT examination. Of those that have not taken an EIPA: WT examination, 11 are substitute educational interpreters, and four hold national certification. Since 2016, the SCEIC has administered an EIPA: WT examination for 81 active interpreters and documented 72 full time educational interpreters passing the examination. Some interpreters have retaken the examination which means, since 2016, the SCEIC has actually proctored 98 EIPA: WT examinations. In all, there is an 89% pass rate on the EIPA: WT for full time Educational Interpreters in South Carolina – a significant increase over time. Table 9 details the number of Educational Interpreters who have taken the EIPA: WT and the pass rate and percentage by year.*

EIPA: WT Testing by Year								
	2016-2017		2017-2018		2018-2019		OVERALL (Active Interpreters)	
	Taken	Pass %	Taken	Pass %	Taken	Pass %	Taken	Pass %
<b>TOTAL</b>	51	76%	31	55%	16	81%	81	89%

Table 9. EIPA: WT Testing by Year

It is noteworthy that Tier I Educational Interpreters are failing the EIPA: WT at higher percentages than all other full time Educational Interpreters. It is again overt the lowest skills-based educational interpreters also yield the lowest knowledge-based competencies. Figure 9 outlines the passing rate of educational interpreters by assigned Tier.

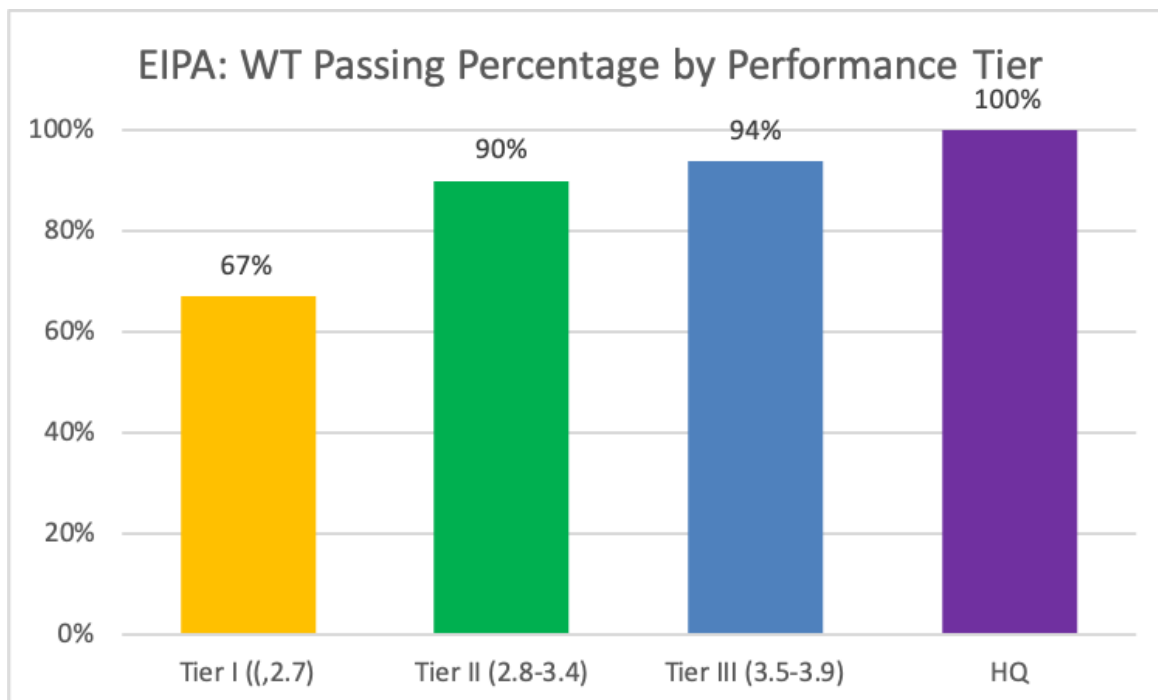


Figure 9. WT Passing Percentage by Tier

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 10.

WT DOMAIN	2017 Mean	2018 Mean	2019 Mean	2018-2019 Tier Means			
	STATE	STATE	STATE	TIER 1	TIER 2	TIER 3	HQ
Child Development	80%	82%	83%	71%	81%	88%	94%
Culture	83%	86%	86%	69%	84%	93%	100%
Education	83%	85%	86%	79%	85%	90%	87%
English	70%	74%	75%	64%	69%	80%	97%



<i>Interpreting</i>	79%	82%	80%	66%	80%	86%	94%
<i>Linguistics</i>	72%	75%	76%	62%	70%	85%	91%
<i>Literacy</i>	82%	81%	83%	75%	81%	86%	89%
<i>Professional Conduct</i>	78%	82%	83%	75%	81%	86%	94%
<i>Technology</i>	78%	84%	84%	78%	81%	87%	89%

Table 10. EIPA: WT Domain Area Scoring Percentage Statewide and by Tier

Examining the same dataset from a regional lens, Table 11, 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*

<b>WT Domain</b>	<b>State</b>	<b>Region</b>				
		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
<i>Child Development</i>	83%	89%	71%	88%	81%	84%
<i>Culture</i>	86%	94%	71%	93%	83%	88%
<i>Education</i>	86%	89%	77%	89%	86%	91%
<i>English</i>	75%	82%	69%	83%	65%	65%
<i>Interpreting</i>	80%	85%	68%	89%	81%	81%
<i>Linguistics</i>	76%	84%	63%	84%	68%	78%
<i>Literacy</i>	83%	83%	76%	89%	81%	87%
<i>Professional Conduct</i>	83%	85%	77%	89%	80%	85%
<i>Technology</i>	84%	85%	79%	87%	84%	78%
<i>Pass Rate</i>	89%	100%	81%	86%	75%	100%

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

## **EDUCATION**

Learning objectives for 2018-2019 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 17 professional development opportunities for educational interpreters** including SCEIC education sessions, nationally streamed seminars, and SCSDB language workshops during the 2018-2019 academic year. In addition to offering an Educational Interpreter Immersion Week, the SCEIC also supported our SCSDB partner offering a Language Immersion week. **These education sessions had 166 Educational Interpreter attendees.** The SCEIC coordinated statewide registration, attendance records, and participant summative assessments for each educational session. **During the 2018-2019 year, the SCEIC provided 243 hours of professional education.**

### ACADEMIC YEAR EDUCATION SESSIONS

#### TIER I: Orange 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 have been organized by our SCSDB partner and focus on developing language skills for the Educational Interpreters in this Tier group. Reporting on these sessions will be submitted by SCSDB under separate cover. Below are the session

descriptions and objectives for each Orange: Tier I education session.

### **One Thing Leads to Another**

14-15 September 2018

SCSDB: Spartanburg, SC

Bailey, C. & McCary, G.

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

---

### **It’s a Piece of Pi!**

16-17 November 2018

SCSDB: Charleston, SC

Rabiu, J. & McCary, G.

*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.*

Competencies:

*Roman III A. Amount of sign vocabulary*

*Roman III B. Signs made correctly*

*Roman III I. Production of numbers*

---

### **He Said, She Said**

11-12 January 2019

SCSDB: Spartanburg, SC

Rabiu, J. & Bailey, C.

*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.*

Competencies:

*Roman I I. Location/relationship using ASL classifiers system*

*Roman I J. Follows grammar of ASL or PSE*

*Roman III A. Amount of sign vocabulary*

Roman III B. Signs made correctly  
Roman III C. Fluency (rhythm and rate)

---

### **How's Your Sense of Direction?**

15-16 March 2019

SCSDB: Columbia, SC

Rabiu, J. & McCary, G.

*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.*

---

### **I'll Pencil You In!**

03-04 May 2019

SCSDB: Charleston, SC

Rabiu, J. & McCary, G.

*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.*

---

### **TIER II: Green 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 focus on strengthening nascent interpreting skills. At present, Tier II is the largest population with 41 educational interpreters in this Tier group.*

## **Making Faces: What the %\$#@! Did You Just Sign??**

16-17 November 2018

Saunders, C.

*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*

Session Evaluation:

- |  |             |
|--|-------------|
| <i>1. The session was well prepared for and organized:</i>               | <i>4.45</i> |
| <i>2. The session built an understanding of concepts and principles:</i> | <i>4.73</i> |
| <i>3. The session had clearly stated objectives:</i>                     | <i>4.55</i> |
| <i>4. The AV materials were supportive of the subject matter:</i>        | <i>4.73</i> |

5. My trainer communicated a clear understanding of course content:	4.91
6. My trainer(s) helped me apply theory to solve problems:	4.64
7. The instructional level of this session met my expectations	4.56
8. The trainer addressed my needs to my satisfaction	4.56
9. I will incorporate the skills gained from this session into my work:	4.56
10. This session will contribute to my professional growth:	4.36
11. This session will motivate me to seek further continuing education:	4.64
12. This session was outstanding:	4.18

Select Session Comments:

*"I learned the most when we broke into groups and acted out different situations using facial expressions and mouth morphemes, and we watched as other groups performed identifying their nonverbal skills."*

**Stress. You can feel it; but can you see it?**

11-12 January 2019

Smith, W.

*In all languages we tend to throw certain focus on content. Linguist usually call this stress or profiling. We profile a particular conceptual content as we want to throw prominence on it. It is important for sign language interpreters to see this and be able to interpret it accurately into ASL but also to English. Additionally, determining when a word or phrase is getting particular attention from the source, the interpreter needs to determine the correct strategies to structure the sentence so that the concepts being stressed in one language can receive adequate attention in the target language. In this hands on, but guided, workshop participants will explore how stress and intonation is used in ASL and come up with strategies to "sound" more native, or in other words to sound like you are the speaker rather than reading or monotoned.*

Competencies:

- Roman I A.    *Stress or emphasis for important words or phrases*
- Roman I B.    *Affect and emotions*
- Roman I F.    *Production and use of non-manual adverbial/adj. markers*
- Roman II B.   *Fingerspelling and numbers*

- Roman II C. Register
- Roman II D. Non-manual 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. Emphasize important words, phrases, affect, emotions
- Roman IV C. Developed a sense of the whole message S-V

Session Evaluation:

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:                     | 4.73 |
| 2. The session built an understanding of concepts and principles:       | 4.45 |
| 3. The session had clearly stated objectives:                           | 4.73 |
| 4. The AV materials were supportive of the subject matter:              | 4.73 |
| 5. My trainer communicated a clear understanding of course content:     | 4.91 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.73 |
| 7. The instructional level of this session met my expectations          | 4.55 |
| 8. The trainer addressed my needs to my satisfaction                    | 4.64 |
| 9. I will incorporate the skills gained from this session into my work: | 4.91 |
| 10. This session will contribute to my professional growth:             | 4.73 |
| 11. This session will motivate me to seek further continuing education: | 4.64 |
| 12. This session was outstanding:                                       | 4.55 |

Select Session Comments:

*"The most valuable thing I took from this workshop was that showing the signers emotions through tone of voice, well placed pauses, etc. is just as important as the message itself. Allowing us to do our own work in the session and discuss it.*

**Mouth Morphemes: Degrees of Inflection**

15-16 March 2019

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.*

Competencies:

*Roman I F: Mouth Morphemes*

*Roman II D: Nonmanual Behaviors and ASL Morphology*

*Roman IV B: Developed a sense of the whole message V-S*

*Roman IV C: Developed a sense of the whole message V-S*

Session Evaluation:

- |  |             |
|--|-------------|
| <i>1. The session was well prepared for and organized:</i>                     | <i>4.90</i> |
| <i>2. The session built an understanding of concepts and principles:</i>       | <i>4.90</i> |
| <i>3. The session had clearly stated objectives:</i>                           | <i>4.90</i> |
| <i>4. The AV materials were supportive of the subject matter:</i>              | <i>4.90</i> |
| <i>5. My trainer communicated a clear understanding of course content:</i>     | <i>4.90</i> |
| <i>6. My trainer(s) helped me apply theory to solve problems:</i>              | <i>4.80</i> |
| <i>7. The instructional level of this session met my expectations</i>          | <i>4.90</i> |
| <i>8. The trainer addressed my needs to my satisfaction</i>                    | <i>4.80</i> |
| <i>9. I will incorporate the skills gained from this session into my work:</i> | <i>4.80</i> |
| <i>10. This session will contribute to my professional growth:</i>             | <i>4.90</i> |
| <i>11. This session will motivate me to seek further continuing education:</i> | <i>4.80</i> |
| <i>12. This session was outstanding:</i>                                       | <i>4.90</i> |

Select Session Comments:

*"The workshop was the best I've been to yet. Everything was relevant, useful, and well presented."*



## Pragmatics in the Classroom

03-04 May 2019

Cates, D.

*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 II A. Signs
- Roman II B. Fingerspelling and numbers
- Roman II C. Register
- Roman II D. Non-manual behaviors and ASL morphology
- Roman II E. Speech, production rate, rhythm, fluency, volume
- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. Correct English word selection
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV F. Follow principles of discourse mapping

### Session Evaluation:

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:                 | 4.70 |
| 2. The session built an understanding of concepts and principles:   | 4.90 |
| 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: | 4.90 |
| 6. My trainer(s) helped me apply theory to solve problems:          | 4.80 |
| 7. The instructional level of this session met my expectations      | 4.70 |
| 8. The trainer addressed my needs to my satisfaction                | 4.70 |

9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	4.90
11. This session will motivate me to seek further continuing education:	4.80
12. This session was outstanding:	4.70

Select Session Comments:

*The presenter “gave us REAL information that we could use. She explained things fully and then some. She tied information together for EIPA skills which was just what I needed. Videoing ourselves, then making Us critique OURSELVES was good. But after we did it, she did not embarrass us when we told her what areas we made mistakes in.”*

*“It helped a lot to have videoed myself at the beginning of the workshop then critiquing myself with the skills I learned at the end of the workshop.”*

### TIER III: Blue Education Sessions

#### **ASL Sentence Structures, Types, and Boundaries**

16 – 17 November 2018

Smith, W.

*All languages have structures, those structures tend to be used for conveying information in a particular way. Such as a Subject Verb Object structure or the wh structure in a language. If a sign language interpreter can identify a particular structure in a source language they then must determine how the structure may change when interpreting into a target language. In this workshop, interpreters will first be exposed to the sentence structures that are common in ASL and will practice how to provide equivalent structures into English. In this highly interactive workshop, participants will be expected to actively apply the material in practice inside the workshop.*

Competencies:

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

*Roman I B: Affect and emotions*

*Roman I C: Register*

*Roman I D: Sentence Boundaries*

- Roman I E: Sentence types and clausal boundaries indicated
- Roman II C: Register
- Roman II D: Nonmanual Behaviors and ASL Morphology
- Roman II E: Speech production: rate, rhythm, fluency, volume
- Roman II F: Sentence and clausal boundaries indicated
- Roman II G: Sentence types

Session Evaluations:

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:                     | 5.00 |
| 2. The session built an understanding of concepts and principles:       | 5.00 |
| 3. The session had clearly stated objectives:                           | 4.33 |
| 4. The AV materials were supportive of the subject matter:              | 4.67 |
| 5. My trainer communicated a clear understanding of course content:     | 4.67 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 5.00 |
| 7. The instructional level of this session met my expectations          | 5.00 |
| 8. The trainer addressed my needs to my satisfaction                    | 4.67 |
| 9. I will incorporate the skills gained from this session into my work: | 4.67 |
| 10. This session will contribute to my professional growth:             | 5.00 |
| 11. This session will motivate me to seek further continuing education: | 5.00 |
| 12. This session was outstanding:                                       | 5.00 |

Select Session Comments:

*“Looking at Deaf samples, creating our own work and then looking at an interpreter’s work— the fact that each component was present.*

**Speaker’s Intent: Nuances & Hidden Meaning**

15-16 March 2019

Brumberg, R.

*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 G: Sentence types

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

Roman II I: Correct English word selection

Roman IV B. Developed a sense of the whole message V-S

Roman IV C. Developed a sense of the whole message S-V

Roman IV F. Follows principles of discourse mapping

Session Evaluation:

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:                     | 4.67 |
| 2. The session built an understanding of concepts and principles:       | 5.00 |
| 3. The session had clearly stated objectives:                           | 4.33 |
| 4. The AV materials were supportive of the subject matter:              | 4.67 |
| 5. My trainer communicated a clear understanding of course content:     | 4.67 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.67 |
| 7. The instructional level of this session met my expectations          | 4.67 |
| 8. The trainer addressed my needs to my satisfaction                    | 4.00 |
| 9. I will incorporate the skills gained from this session into my work: | 4.67 |
| 10. This session will contribute to my professional growth:             | 4.67 |
| 11. This session will motivate me to seek further continuing education: | 4.67 |
| 12. This session was outstanding:                                       | 4.67 |

Select Session Comments:

*"The discussion and practice on texts were very helpful."*

*"Watching and discussing the meaning of the videos!"*

---

## **Colloquialism, Slang, or Regional Signs**

11-12 January 2019

Fischer, P.

*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 D: Sentence boundaries*

*Roman I E: Sentence types and clausal boundaries*

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

*Roman IV B: Develop a sense of the whole message V-S*

*Roman IV C: Develop a sense of the whole message S-V*

Session Evaluation:

- |  |             |
|--|-------------|
| <i>1. The session was well prepared for and organized:</i>                     | <i>5.00</i> |
| <i>2. The session built an understanding of concepts and principles:</i>       | <i>4.75</i> |
| <i>3. The session had clearly stated objectives:</i>                           | <i>3.75</i> |
| <i>4. The AV materials were supportive of the subject matter:</i>              | <i>3.75</i> |
| <i>5. My trainer communicated a clear understanding of course content:</i>     | <i>4.75</i> |
| <i>6. My trainer(s) helped me apply theory to solve problems:</i>              | <i>4.25</i> |
| <i>7. The instructional level of this session met my expectations</i>          | <i>4.75</i> |
| <i>8. The trainer addressed my needs to my satisfaction</i>                    | <i>4.75</i> |
| <i>9. I will incorporate the skills gained from this session into my work:</i> | <i>4.75</i> |
| <i>10. This session will contribute to my professional growth:</i>             | <i>4.75</i> |
| <i>11. This session will motivate me to seek further continuing education:</i> | <i>4.75</i> |
| <i>12. This session was outstanding:</i>                                       | <i>4.25</i> |

Select Session Comments:

*"The list of all the mouth morphemes that can be paired with so many signs to affect their meaning. I enjoyed the fact that Mr. Fischer went so deep into explaining all the nuances!"*

*"Being able to ask both vocabulary and conceptual questions and getting a full descriptive answer back."*

---

**"Please let me catch this fingerspelled word!"- Said every interpreter.**

03-04 May 2019

Smith, W.

*When a Deaf consumer raises their hand to fingerspell an interpreter does have resources at their disposal to help understand what is being spelled. In this workshop we will cover the linguistic literature on the formation of fingerspelling and the common techniques that Deaf people employ in their fingerspelling. This will help the interpreter identify the word being spelled or help them determine the possible options.*

Competencies:

*Roman II B: Fingerspelling and numbers*

*Roman II C: Register*

*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*

*Roman III F: Production of fingerspelling*

*Roman III G: Spelled correctly*

*Roman III I: Production of numbers*

Session Evaluations:

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:                 | 5.00 |
| 2. The session built an understanding of concepts and principles:   | 5.00 |
| 3. The session had clearly stated objectives:                       | 4.75 |
| 4. The AV materials were supportive of the subject matter:          | 5.00 |
| 5. My trainer communicated a clear understanding of course content: | 5.00 |
| 6. My trainer(s) helped me apply theory to solve problems:          | 4.75 |
| 7. The instructional level of this session met my expectations      | 5.00 |

8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.75
12. This session was outstanding:	5.00

Select Session Comments:

*"The fingerspelling activities, video clips, and challenges by Byron Bridges.*

## ALL TIERS Education Sessions

### **How Do I Interpret Math Class?**

Boystown National Research Hospital Webinar

6 October 2018

Glaser, P.

*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*

Session Evaluation:

1. The session was well prepared for and organized:	4.83
2. The session built an understanding of concepts and principles:	4.75

3. The session had clearly stated objectives:	4.90
4. The AV materials were supportive of the subject matter:	4.75
5. My trainer communicated a clear understanding of course content:	4.75
6. My trainer(s) helped me apply theory to solve problems:	4.67
7. The instructional level of this session met my expectations	4.86
8. The trainer addressed my needs to my satisfaction	4.50
9. I will incorporate the skills gained from this session into my work:	4.92
10. This session will contribute to my professional growth:	4.92
11. This session will motivate me to seek further continuing education:	4.92
12. This session was outstanding:	4.58

Select Session Comments:

*" Math concepts in ASL is such a needed area!!! Having a mathematics expert in the field explain the concepts made a huge impact for me and I've already applied what I learned!."*

**EIPA Written Test Standards**

9 & 10 November 2018

26-27 July 2019

Spainhour, Z.

*Participants in this session uncover and discuss 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.*

Competencies:

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



Session Evaluations:

- |   |     |
|---|-----|
| 1. The session was well prepared for and organized:                     | 4.7 |
| 2. The session built an understanding of concepts and principles:       | 4.7 |
| 3. The session had clearly stated objectives:                           | 4.7 |
| 4. The AV materials were supportive of the subject matter:              | 4.3 |
| 5. My trainer communicated a clear understanding of course content:     | 4.7 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.3 |
| 7. The instructional level of this session met my expectations          | 4.0 |
| 8. The trainer addressed my needs to my satisfaction                    | 4.7 |
| 9. I will incorporate the skills gained from this session into my work: | 4.7 |
| 10. This session will contribute to my professional growth:             | 5.0 |
| 11. This session will motivate me to seek further continuing education: | 5.0 |
| 12. This session was outstanding:                                       |     |

Select Session Comments:

*"Explaining words in-depth and connecting the vocabulary word to a real situation so it made sense."*

---

**Developing Effective Interpreting Skills for Using Fingerspelling & Numbers**

Boystown National Research Hospital Streaming Lecture

01 December 2018

Greenville, SC

Grabher, G. & Koubsky, B.

*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 E: Key vocabulary represented*

*Roman III F: Production of Fingerspelling*

Roman III H: *Appropriate use of fingerspelling*

Roman III I: *Production of numbers*

---

## **Understanding Prosody**

16 February 2019

Boystown National Research Hospital Streaming Lecture

Charleston, SC

Cates, D.

*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

## **SUMMER EDUCATION SESSIONS**

*In June 2019, our SCSDB partner hosted a weeklong ASL Immersion week on the SCSDB campus in Spartanburg, South Carolina for Tier I: Orange educational interpreters. Our SCSDB partners will report on their summer education events under separate cover.*

Similarly, in July 2019, the SCEIC hosted a weeklong Educational Interpreter Institute on the Clemson University campus. The following education sessions were offered to Tier II: Green and Tier III: Blue educational interpreters as part of the 2019 Educational Interpreter Institute.

## TIER II: Green Summer Education Session

### **Practicing the Interpreter Process English to ASL**

24 June 2019

Smith, W.

*Sign language interpreters have long sought for message equivalency from English to American Sign Language (ASL). The interpreter education landscape has historically focused on language acquisition, interpreting models, and other tools to assist second language users to become familiar with ASL grammar and provide techniques to deliver message equivalency. Current methods of interpreting are sets of theoretical directions that leave the student to make unguided decisions which could create a linear, English-based signed message. Many models lead students to process without explaining how to actually detach from the source language to actually achieve equivalency in the target language. When asked how they achieved their outcome, a common response has been to not know or it “just happened.”*

*This workshop presents the view that English linguistic items and structures evoke conceptual content that can guide interpretation. Once we see these structures and how they symbolize meaning as they are derived from conceptualization, the depiction options narrow to a more suitable list. Construal will be of paramount importance and will be discussed at length with detailed attention given to cognitive semantics.*

*When interpreters internalize how structures in language evoke not only conceptual content, but also a specific way of viewing said content (the construal), the method of depicting the construal will become more apparent. Workshop participants will first work sentence by sentence to examine structures in source messages, discuss*

the options to depict, and then reexamine all structures to constrict the available options in order to construct a truly equivalent target message.

#### Competencies:

- Roman II A. Signs
- Roman II B. Fingerspelling and numbers
- Roman II C. Register
- Roman II D. Non-manual behaviors and ASL morphology
- Roman II E. Speech, production rate, rhythm, fluency, volume
- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. Correct English word selection
- Roman II J. Adds no extraneous words/sounds to message
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV C. Developed a sense of the whole message S-V

#### Session Evaluations:

- |   |      |
|---|------|
| 1. This session was well prepared for and organized:                    | 4.43 |
| 2. The session built an understanding of concepts and principles:       | 4.14 |
| 3. The session had clearly stated objectives:                           | 4.14 |
| 4. The AV materials were supportive of the subject matter:              | 4.43 |
| 5. My trainer communicated a clear understanding of course content:     | 4.43 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.14 |
| 7. The instructional level of this session met my expectations:         | 4.29 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.29 |
| 9. I will incorporate the skills gained from this session into my work: | 4.29 |
| 10. This session will contribute to my professional growth:             | 4.29 |
| 11. This session will motivate me to see further continuing education:  | 4.29 |
| 12. This session was outstanding:                                       | 4.14 |

#### Select Session Comments:

*"Most valuable -The opportunity to learn from a presenter with such experience and skills is priceless! It is evident that Wink has a passion for ASL, the profession of interpreting, and for pouring into interpreters - he was extremely patient with us! He is incredibly talented, so smart, and beyond skilled! What a gift he is to the profession of interpreting and to both hearing and D/deaf worlds. I am so thankful the SCEIC keeps*

asking him back and that he continues to accept. Appreciate the chart and the examples of how to break down the English -ways to use it and practice so what is not natural eventually becomes entrenched and more automatic!

---

## **Practicing the Interpreter Process ASL to English**

25 June 2019

Smith, W.

*Sign language interpreters have long sought for message equivalency from American Sign Language (ASL) to English. The interpreter education landscape has historically focused on language acquisition, interpreting models, and other tools to assist second language users to become familiar with ASL grammar and provide techniques to deliver message equivalency. Current methods of interpreting are sets of theoretical directions that leave the student to make unguided decisions which could create a linear, English-based signed message. Many models lead students to process without explaining how to actually detach from the source language to actually achieve equivalency in the target language. When asked how they achieved their outcome, a common response has been to not know or it “just happened.”*

*This workshop presents the view that ASL structures evoke conceptual content that can guide interpretation. Once we see these structures and how they symbolize meaning as they are derived from conceptualization, the depiction options narrow to a more suitable list. Construal will be of paramount importance and will be discussed at length with detailed attention given to cognitive semantics.*

*When interpreters internalize how structures in language evoke not only conceptual content, but also a specific way of viewing said content (the construal), the method of depicting the construal will become more apparent. Workshop participants will first work sentence by sentence to examine structures in source messages, discuss the options to depict, and then reexamine all structures to constrict the available options in order to construct a truly equivalent target message.*

## Competencies:

- Roman II A. Signs
- Roman II B. Fingerspelling and numbers
- Roman II C. Register
- Roman II D. Non-manual behaviors and ASL morphology
- Roman II E. Speech, production rate, rhythm, fluency, volume
- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. Correct English word selection
- Roman II J. Adds no extraneous words/sounds to message
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV C. Developed a sense of the whole message S-V

## Session Evaluations:

- |   |      |
|---|------|
| 1. This session was well prepared for and organized:                    | 4.83 |
| 2. The session built an understanding of concepts and principles:       | 4.83 |
| 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:              | 4.50 |
| 7. The instructional level of this session met my expectations:         | 4.83 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.83 |
| 9. I will incorporate the skills gained from this session into my work: | 4.67 |
| 10. This session will contribute to my professional growth:             | 4.67 |
| 11. This session will motivate me to see further continuing education:  | 4.67 |
| 12. This session was outstanding:                                       | 5.00 |

## Select Session Comments:

*"Worked on skills that would expand my understanding of different ways to express the same concept."*

*"I don't think I can narrow this down to one thing. Wink is always engaging and knowledgeable. I always know I'm going to learn a lot!"*

## Interpreting Process: English to ASL

26 June 2019

Farnham, C.

*The workshop will cover the skill domains rated by the EIPA. Each skill domain will be discussed in depth with examples given for each, along with specific feedback that test-takers have received. Specific focus will be on WHY these domains are rated and how they relate to student learning and success. Participants will be given the opportunity to practice processing strategies for each domain and then discuss the experience. Information will be shared about common areas that result in low test scores and strategies will be shared for improving these specific areas. Activities for professional development will be shared and modeled. Participants will learn strategies for both the warm-up and testing rooms.*

*Other topics covered will include the Gish Model of Information Processing, Bloom's Taxonomy, BICS and CALP, along with other topics that affect the education of Deaf children.*

### Competencies:

- Roman II A. Signs*
- Roman II B. Fingerspelling and numbers*
- Roman II C. Register*
- Roman II D. Non-manual behaviors and ASL morphology*
- Roman II E. Speech, production rate, rhythm, fluency, volume*
- Roman II F. Sentence and clausula boundaries indicated*
- Roman II G. Sentence types*
- Roman II H. Emphasize important words, phrases, affect, emotions*
- Roman II I. Correct English word selection*
- Roman II J. Adds no extraneous words/sounds to message*

### Session Evaluations:

- |  |             |
|--|-------------|
| <i>1. This session was well prepared for and organized:</i>                | <i>5.00</i> |
| <i>2. The session built an understanding of concepts and principles:</i>   | <i>4.83</i> |
| <i>3. The session had clearly stated objectives:</i>                       | <i>4.83</i> |
| <i>4. The AV materials were supportive of the subject matter:</i>          | <i>4.83</i> |
| <i>5. My trainer communicated a clear understanding of course content:</i> | <i>4.83</i> |

6. My trainer(s) helped me apply theory to solve problems:	4.50
7. The instructional level of this session met my expectations:	4.83
8. The trainer addressed my needs to my satisfaction:	4.83
9. I will incorporate the skills gained from this session into my work:	4.83
10. This session will contribute to my professional growth:	4.83
11. This session will motivate me to see further continuing education:	4.83
12. This session was outstanding:	4.83

#### Select Session Comments

*"We were able to practice the things we were being taught. That was very helpful. I really liked the idea of telling the story of the picture book."*

### **Interpreting Process: ASL to English**

27 June 2019

Farnham, C.

*Sign-to-English interpreting poses a challenge to many interpreters. This is especially true when taking assessments like the EIPA. The presenter will discuss the skill domains rated by the EIPA and specific feedback that test-takers have received. Strategies for effective Sign-to-English interpreting on tests will be shared and modeled. Basic principles will be reviewed, including interpreter processing, The EIPA Theoretical Design, test preparation, and ideas for skill development. Participants will interpret a variety of stimulus of Deaf consumers and discuss their work. Participants will gain more strategies and confidence for test day!*

#### Competencies:

- Roman II A. Signs
- Roman II B. Fingerspelling and numbers
- Roman II C. Register
- Roman II D. Non-manual behaviors and ASL morphology
- Roman II E. Speech, production rate, rhythm, fluency, volume
- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. Correct English word selection



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

Session Evaluations:

- |   |     |
|---|-----|
| 1. This session was well prepared for and organized:                    | 5.0 |
| 2. The session built an understanding of concepts and principles:       | 4.8 |
| 3. The session had clearly stated objectives:                           | 4.8 |
| 4. The AV materials were supportive of the subject matter:              | 4.8 |
| 5. My trainer communicated a clear understanding of course content:     | 4.8 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.6 |
| 7. The instructional level of this session met my expectations:         | 4.6 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.8 |
| 9. I will incorporate the skills gained from this session into my work: | 4.8 |
| 10. This session will contribute to my professional growth:             | 4.8 |
| 11. This session will motivate me to see further continuing education:  | 4.8 |
| 12. This session was outstanding:                                       | 4.8 |

Select Session Comments

*"Listen-PICTURE what the word look like, put it our in signing space - the deaf student takes that PICTURE and gets it- Finger Spelling- DON'T look at the hand look at the mouth! Presenter's life experience stories. I took home so much to apply to my deliberate practice!"*

---

**For the Birds: Pixar How to...**

28 June 2019

Fischer, P.

*Using what we call Sign Mime (also called Cinematic ASL in present) with non-conventional signs and is all handshapes and all mimed. Handshapes, gestured movement, and visual emotions/expressions are used to perform in sign mime with using short films of Pixar. The benefits of using sign mime is the ability to tell a story either through scripts or imagination that is wholly visual, and has the ability to imitate expressions and emotions, and enrichment in descriptive skills. Develop your storytelling skills from one of short films of Pixar in showing you how to use handshapes, gestures, and visual signs. All will have a "hands on" learning experience in different*

areas of Sign Mime's techniques which are included: Body Classifiers, Body Part Classifiers, Instrument Classifiers, SASS, Point of Views, Abstract, Split Screen, etc.

Competencies:

- Roman I B. Affect and Emotions
- Roman I F. Production and use of non-manual adverbial/adj. markers
- Roman I G. Use of verb directionality/pronominal system
- Roman I H. Comparison/contrast, sequence and cause/effect
- Roman II D. Non-manual behaviors and ASL morphology
- Roman IV A. Appropriate eye contact and movement
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV F. Follows principles of discourse mapping
- Roman II J. Adds no extraneous words/sounds to message

Session Evaluations:

1. This session was well prepared for and organized: 4.67
2. The session built an understanding of concepts and principles: 4.60
3. The session had clearly stated objectives: 4.40
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: 4.73
7. The instructional level of this session met my expectations: 4.93
8. The trainer addressed my needs to my satisfaction: 4.87
9. I will incorporate the skills gained from this session into my work: 4.93
10. This session will contribute to my professional growth: 4.93
11. This session will motivate me to see further continuing education: 4.80
12. This session was outstanding: 4.93

Select Session Comments:

*"Patrick Fischer set up an excellent group activity and gave us useful feedback. I got the most benefit from his comparison of transitioning to juggling - holding multiple pieces of information in our minds and bringing them to the forefront without "dropping the ball."*

*"LOVED the group exercises/games with the classifiers. It put all levels of the terps in the room on an equal playing field and I felt safe/comfortable. Thoroughly enjoyed it! It made using Classifiers feel more natural!"*

---

## TIER III: Blue Summer Education Sessions

### **Interpreting Process: English to ASL**

24 June 2019

Farnham, C.

*The workshop will cover the skill domains rated by the EIPA. Each skill domain will be discussed in depth with examples given for each, along with specific feedback that test-takers have received. Specific focus will be on WHY these domains are rated and how they relate to student learning and success. Participants will be given the opportunity to practice processing strategies for each domain and then discuss the experience. Information will be shared about common areas that result in low test scores and strategies will be shared for improving these specific areas. Activities for professional development will be shared and modeled. Participants will learn strategies for both the warm-up and testing rooms.*

*Other topics covered will include the Gish Model of Information Processing, Bloom's Taxonomy, BICS and CALP, along with other topics that affect the education of Deaf children.*

#### Competencies:

- Roman II A. Signs*
- Roman II B. Fingerspelling and numbers*
- Roman II C. Register*
- Roman II D. Non-manual behaviors and ASL morphology*
- Roman II E. Speech, production rate, rhythm, fluency, volume*
- Roman II F. Sentence and clausula boundaries indicated*
- Roman II G. Sentence types*
- Roman II H. Emphasize important words, phrases, affect, emotions*
- Roman II I. Correct English word selection*
- Roman II J. Adds no extraneous words/sounds to message*

#### Session Evaluations:

1. *This session was well prepared for and organized:* 5.0

2. The session built an understanding of concepts and principles:	4.9
3. The session had clearly stated objectives:	4.6
4. The AV materials were supportive of the subject matter:	4.9
5. My trainer communicated a clear understanding of course content:	4.9
6. My trainer(s) helped me apply theory to solve problems:	5.0
7. The instructional level of this session met my expectations:	5.0
8. The trainer addressed my needs to my satisfaction:	5.0
9. I will incorporate the skills gained from this session into my work:	5.0
10. This session will contribute to my professional growth:	5.0
11. This session will motivate me to see further continuing education:	5.0
12. This session was outstanding:	5.0

#### Select Session Comments

*"Had several "Aha" moments on improving my deliberate practice. Incorporation of current research in interpreting and learning was great."*

*"Besides all the useful information, Cindy encouraged us to draw on our inner confidence. Taking deep breaths, having a superhero pose, and recovering quickly when we make mistakes are examples of ways to be confident."*

---

#### **Interpreting Process: ASL to English**

25 June 2019

Farnham, C.

*Sign-to-English interpreting poses a challenge to many interpreters. This is especially true when taking assessments like the EIPA. The presenter will discuss the skill domains rated by the EIPA and specific feedback that test-takers have received. Strategies for effective Sign-to-English interpreting on tests will be shared and modeled. Basic principles will be reviewed, including interpreter processing, The EIPA Theoretical Design, test preparation, and ideas for skill development. Participants will interpret a variety of stimulus of Deaf consumers and discuss their work. Participants will gain more strategies and confidence for test day!*

#### Competencies:

Roman II A. Signs

Roman II B. Fingerspelling and numbers

- Roman II C. Register
- Roman II D. Non-manual behaviors and ASL morphology
- Roman II E. Speech, production rate, rhythm, fluency, volume
- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. Correct English word selection
- Roman II J. Adds no extraneous words/sounds to message

Session Evaluations::

- |   |      |
|---|------|
| 1. This session was well prepared for and organized:                    | 4.89 |
| 2. The session built an understanding of concepts and principles:       | 4.89 |
| 3. The session had clearly stated objectives:                           | 4.67 |
| 4. The AV materials were supportive of the subject matter:              | 4.44 |
| 5. My trainer communicated a clear understanding of course content:     | 4.89 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.89 |
| 7. The instructional level of this session met my expectations:         | 4.89 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.89 |
| 9. I will incorporate the skills gained from this session into my work: | 5.00 |
| 10. This session will contribute to my professional growth:             | 5.00 |
| 11. This session will motivate me to see further continuing education:  | 4.89 |
| 12. This session was outstanding:                                       | 4.89 |

Select Session Comments

*“She not only has us valuable EIPA test prep information, but she also have us valuable study techniques. These techniques will help us with the test and with our signing skills. I feel like my test scores should definitely go up if I use her information.”*

*“Realized various ways to improve my deliberate practice and shore up weak skills. Strategy to get best score on EIPA by playing to my strengths.”*

**Practicing the Interpreter Process: Depiction**

26 June 2019

Smith, W.

*ASL is claimed to be able to “paint pictures” with depiction. This aspect of the language is expansive and difficult for second language learners to acquire. Depiction allows sign language users to drop explicit nominals which can hinder referent tracking along with many other ways to express concepts in forms not familiar to English speakers. In this workshop the common depictive devices used in ASL will be described to help non-natives comprehend the purpose and semantic goal of depiction. Natives and those who are “community” grown will also benefit by seeing explicit parallels for general language processing.*

*This workshop presents the view that linguistic items and structures evoke conceptual content that can guide interpretation. Once we see these structures and how they symbolize meaning as they are derived from conceptualization, the English options narrow to a more suitable list. Construal will be of paramount importance and will be discussed at length with detailed attention given to cognitive semantics. For example, all languages have words that bring forth specific information and words that are more schematic in their meaning. Sometimes ASL users rather build the concept schematically and then pick out the specific part of the referent. When this happens and the interpreter knows that the intended meaning has a standalone word in English, the standalone word should be used.*

*When interpreters internalize how structures in language evoke not only conceptual content, but also a specific way of viewing said content (the construal), the method of interpreting the construal into English will become more apparent. Workshop participants will first work sentence by sentence to examine structures in the ASL messages, discuss the options that are equivalent in English, and then reexamine all structures to constrict the available options in order to construct a truly equivalent target message.*

Competencies:

- Roman II A. Signs*
- Roman II B. Fingerspelling and numbers*
- Roman II C. Register*
- Roman II D. Non-manual behaviors and ASL morphology*
- Roman II E. Speech, production rate, rhythm, fluency, volume*

- Roman II F. Sentence and clausula boundaries indicated
- Roman II G. Sentence types
- Roman II H. Emphasize important words, phrases, affect, emotions
- Roman II I. correct English word selection
- Roman II J. Adds no extraneous words/sounds to message

Session 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:                           | 4.62 |
| 4. The AV materials were supportive of the subject matter:              | 4.69 |
| 5. My trainer communicated a clear understanding of course content:     | 4.85 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.62 |
| 7. The instructional level of this session met my expectations:         | 4.69 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.85 |
| 9. I will incorporate the skills gained from this session into my work: | 4.77 |
| 10. This session will contribute to my professional growth:             | 4.77 |
| 11. This session will motivate me to see further continuing education:  | 4.92 |
| 12. This session was outstanding:                                       | 4.77 |

Select Session Comments

*“We were given a new tool to use to practice that would help expand our word choices instead of being stuck on using the same sign or words to convey messages”*

*“Practicing writing scripts, because it helped me to see how aspects, omissions, substitutions are used in both English and ASL.”*

**Study and Translation of a Famous Oath & National Anthem**

26 June 2019

Fischer, P.

*All oaths and national anthems have a meaning in their words and in order to accurately interpret, you are encouraged to study the background behind the creation of oaths and anthems. Using our famous oath and anthem (“The Pledge of Allegiance” and “The Star-Spangled Banner”), students will develop an understanding of what each line*

represents/means. Students will have hands-on learning on identify what the difference is between ASL and English structure (ASL grammars, classifiers, and visuals vs English grammars, frozen ASL, and word by word).

Competencies:

- Roman I A. Stress or emphasis for important words or phrases
- Roman I B. Affect and emotions
- Roman I C. Register
- Roman I D. Sentence Boundaries
- Roman I F. Production and use of non-manual adverbial/adj. markers
- Roman I I. Location/relationship using ASL Classifier system
- Roman I J. Follows grammar of ASL or PSE
- Roman II A. Signs
- Roman II C. Register
- Roman II H. Emphasize important words, phrases, affect/emotions
- Roman IV A. Appropriate eye contact and movement
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV F. Follows principles of discourse mapping

Session Evaluations:

- |   |      |
|---|------|
| 1. This session was well prepared for and organized:                    | 4.40 |
| 2. The session built an understanding of concepts and principles:       | 4.40 |
| 3. The session had clearly stated objectives:                           | 4.30 |
| 4. The AV materials were supportive of the subject matter:              | 4.60 |
| 5. My trainer communicated a clear understanding of course content:     | 4.40 |
| 6. My trainer(s) helped me apply theory to solve problems:              | 4.40 |
| 7. The instructional level of this session met my expectations:         | 4.40 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.40 |
| 9. I will incorporate the skills gained from this session into my work: | 4.40 |
| 10. This session will contribute to my professional growth:             | 4.50 |
| 11. This session will motivate me to see further continuing education:  | 4.50 |
| 12. This session was outstanding:                                       | 4.20 |

Select Session Comments:

*“In depth discussion of what the pledge of allegiance and national anthem really mean and the many ways we can interpret them.”*



*"I feel Patrick's openness to allow us to express our thoughts and opinions was valuable in teaching us to think through our interpretations in more depth."*

---

## **ASL Journey into the Body**

27 June 2019

Fischer, P.

*Descriptions with a strong visual support of the body, surrogate body, and follow the structure of our bodies, as a step by step easy to follow and understand the process. This workshop includes reference points, a size of the view, facial expressive/markers, handshapes, space usage, and vocabulary. It will also include several examples to show ideas. All participants will have a "hands- on" learning experience in different areas including techniques found in Creativity with Classifiers workshop which included: Point of Views, Split Screen, Descriptive Classifiers, Instrument Classifiers, etc. There are two things to learn; how to describe organs/body, and to become a surrogate of the organs/body with "do-do".*

### Competencies:

- Roman I C. Register*
- Roman I F. Production and use of non-manual adverbial/adj. markers*
- Roman I G. Use of verb directionality/pronominal system*
- Roman I H. Comparison/contrast, sequence and cause/effect*
- Roman IV A. Appropriate eye contact and movement*
- Roman IV B. Developed a sense of the whole message V-S*

### Session Evaluations:

- |  |             |
|--|-------------|
| <i>1. This session was well prepared for and organized:</i>                | <i>5.00</i> |
| <i>2. The session built an understanding of concepts and principles:</i>   | <i>4.80</i> |
| <i>3. The session had clearly stated objectives:</i>                       | <i>4.90</i> |
| <i>4. The AV materials were supportive of the subject matter:</i>          | <i>4.80</i> |
| <i>5. My trainer communicated a clear understanding of course content:</i> | <i>5.00</i> |
| <i>6. My trainer(s) helped me apply theory to solve problems:</i>          | <i>5.00</i> |
| <i>7. The instructional level of this session met my expectations:</i>     | <i>5.00</i> |
| <i>8. The trainer addressed my needs to my satisfaction:</i>               | <i>4.80</i> |

9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	4.80
11. This session will motivate me to see further continuing education:	4.70
12. This session was outstanding:	4.80

#### Select Session Comments

*"Patrick Fischer took a complex topic and broke it down into chunks of information. He explained the concepts of using Motion, Point of View, Surrogate, Split Screen, Simplicity, and Progression of Age to support ASL interpretations. He really helped me understand how to use these concepts, particularly becoming a Surrogate to demonstrate the function of an organ (or item), to use ASL more like a Deaf person does."*

*"Learning how to "become" a body part to show function and to incorporate that into an interpreted piece."*

#### **For the Birds: Pixar How to...**

28 June 2019

Fischer, P.

*Using what we call Sign Mime (also called Cinematic ASL in present) with non-conventional signs and is all handshapes and all mimed. Handshapes, gestured movement, and visual emotions/expressions are used to perform in sign mime with using short films of Pixar. The benefits of using sign mime is the ability to tell a story either through scripts or imagination that is wholly visual, and has the ability to imitate expressions and emotions, and enrichment in descriptive skills. Develop your storytelling skills from one of short films of Pixar in showing you how to use handshapes, gestures, and visual signs. All will have a "hands on" learning experience in different areas of Sign Mime's techniques which are included: Body Classifiers, Body Part Classifiers, Instrument Classifiers, SASS, Point of Views, Abstract, Split Screen, etc.*

#### Competencies:

Roman I B. Affect and Emotions

Roman I F. Production and use of non-manual adverbial/adj. markers

- Roman I G. Use of verb directionality/pronominal system
- Roman I H. Comparison/contrast, sequence and cause/effect
- Roman II D. Non-manual behaviors and ASL morphology
- Roman IV A. Appropriate eye contact and movement
- Roman IV B. Developed a sense of the whole message V-S
- Roman IV F. Follows principles of discourse mapping
- Roman II J. Adds no extraneous words/sounds to message

Session Evaluations:

- |   |      |
|---|------|
| 1. This session was well prepared for and organized:                    | 4.67 |
| 2. The session built an understanding of concepts and principles:       | 4.60 |
| 3. The session had clearly stated objectives:                           | 4.40 |
| 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:              | 4.73 |
| 7. The instructional level of this session met my expectations:         | 4.93 |
| 8. The trainer addressed my needs to my satisfaction:                   | 4.87 |
| 9. I will incorporate the skills gained from this session into my work: | 4.93 |
| 10. This session will contribute to my professional growth:             | 4.93 |
| 11. This session will motivate me to see further continuing education:  | 4.80 |
| 12. This session was outstanding:                                       | 4.93 |

Select Session Comments:

*"Patrick Fischer set up an excellent group activity and gave us useful feedback. I got the most benefit from his comparison of transitioning to juggling - holding multiple pieces of information in our minds and bringing them to the forefront without "dropping the ball."*

*"LOVED the group exercises/games with the classifiers. It put all levels of the terps in the room on an equal playing field and I felt safe/comfortable. Thoroughly enjoyed it! It made using Classifiers feel more natural!"*

## PRESENTER BIOGRAPHIES

***Brumberg, Richard** has been interpreting since 1992. Since 2001, he has presented locally, statewide, nationally, and internationally. For fourteen years, Richard specialized in K-12 public school settings. In New York, Richard worked as a staff interpreter for a Deaf-owned interpreting agency. He served as Coastal (North Carolina) RID's Educational Liaison. In Georgia, he worked in conjunction with state departments to help educational interpreters obtain qualification or certification. A former co-chair of the Georgia RID Interpreters in Educational and Instructional Settings, Richard lives in Atlanta, GA, and works as a full-time community interpreter.*

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

**Farnham, Cindy, MA, Master Mentor, RID Certified Interpreter**, is a freelance interpreter, mentor, consultant, and trainer. She earned her M.A. in Education from California State University, Sacramento. Cindy received her Master Mentor certificate in 2002. She has a private training and mentoring practice assisting interpreters pursuing certification. Cindy specializes in training interpreters desiring to take the EIPA exam and the RID NIC exam. She is an adjunct professor in the Interpreter Preparation Program at American River College. She served eight years on the Board of Directors for the Conference of Interpreter Trainers, Inc. She is the founder and executive director of TRACKS, a nonprofit organization focusing on professional development opportunities for interpreters.

**Fischer, Patrick "MrShineyhead", CDI, ASLTA Master**, is from several generations of fine artists and actors from Europe and has extensive experience in all things related to theatre and art. Patrick has been involved in a variety of artistic positions (artist, performer, director, producer, teacher, Director of Artistic Sign Language, and consultant) as well as participation in a variety of performances (storytelling, acting, and comedy) internationally. Patrick launched his business in 2005 as a way to provide services to those who want to learn more about theatre through deaf eyes. When not "working" in theatre he taught American Sign Language and deaf studies/deaf history, and currently is a certified ASLTA Master instructor. He has taught under the Sign Language Studies Program and Sign Language Interpretation Program in Portland, Oregon. Also, Patrick is a Deaf Language Model in Alaska. Patrick has his Graphic Design

degree, and he is also an awarded professional artist and co-owner/marketing designer of the firm, Expert Business Support, Inc.

**Grabher, Gina**

EIPA Evaluator, Boystown National Research Hospital – EIPA Center

**Glaser, Paul, MSE, CDI**, is the first Deaf president in his second term in WSRID history. Before that position, he was a WSRID director and treasurer for several years. Paul was the co-chair for the 2018 RID Region V Conference. Paul has CDI certification from RID and is a professional development specialist at Sorenson Communications. Paul was a high school and college math instructor for Deaf students for over ten years. He has a teaching certificate in advanced mathematics, deaf education, and American Sign Language. Outside of his teaching, for over 20 years, Paul has been interpreting for Deaf/DeafBlind people, presenting various workshops, and mentoring interpreters. He has a bachelor's degree in math and communication studies from Gallaudet University and a master's degree in deaf education from Rochester Institute of Technology. When he can, Paul enjoys traveling, collecting National Park Service stamps, photography, drinking different kinds of coffee, and playing Phase 10, Wii U's Mario Kart, and Scattergories.

**Koubsky, Bethany, CI, CT**

EIPA Program Coordinator, Boystown National Research Hospital – EIPA Center

**McCary, Glenda** is a graduate of SCSDB where she is currently an ASL Instructor with the South Carolina School for the Deaf & the Blind Division of Outreach. Glenda holds a degree from Piedmont Technical College in Secretarial Science. She is a member of the Spartanburg Association of the Deaf, South Carolina Registry of Interpreters for the Deaf, National Association of the Deaf, South Carolina American Sign Language Teachers Association, and the South Carolina Association of the Deaf, and president of the South Carolina School for the Deaf Alumni Association.

**Rabiu, Jubby** was born hearing and became deaf when he was nearly eight years old as a result of an illness. He graduated from Gallaudet University and is currently an ASL Instructor with the South Carolina School for the Deaf & the Blind Division of Outreach. Prior to Jubby's current position, he served in several teaching and administrative positions both at Gallaudet University, NTID/RIT and South Carolina School for the Deaf & the Blind. Jubby is the treasurer for the South Carolina American Sign Language Teachers Association.

**Saunders, Crom, MA** grew up in Northern California, graduating from California State University, Sacramento with a M.A. in Creative Writing. Crom has his own one-man show, "Cromania!", which tours internationally, featuring skits, comedy, improv, and storytelling. Crom also has interpreted dozens of plays, has taught dozens of ASL linguistics and theatrical workshops across the nation. He currently teaches at the ITP/Deaf Studies program featured at Columbia College, Chicago. You can check out some of his work on <http://thecromsaunders.com> or search "Crom Clog" on YouTube.

*Spainhour, Zoah (Susie), M.Ed 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*

**Smith, Windell (Wink), MA, MBA, NIC Master** enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. Presenting workshops the last five years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training



DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

## EDUCATION SESSION ATTENDANCE

The number of educational interpreters attending each session varied widely and attendance at each SCEIC event is detailed in Table 12.

### **2018-2019 Education Session Attendance**

Date	Session	Tier	Attendance
06 October 2018	Boystown: How to Interpret Math Class	ALL	16
09-10 November 2018	EIPA Written Test Standards	ALL	3
16-17 November 2018	It's a Piece of Pi! Numbering Systems	I	3
	Making Faces: What the %\$#@ Did You Sign?	II	22
	ASL Sentence Structures, Types, & Boundaries	III	4
01 December 2018	Boystown: Using Fingerspelling and Numbers	ALL	8
11-12 January 2019	He Said, She Said: Directional Verbs	I	3
	Stress, You Can Feel It, Can You See It?	II	15
	Colloquialisms, Slangs, or Regional	III	11
16 February 2019	Boystown: Understanding Prosody	ALL	13
15-16 March 2019	How's Your Sense of Direction: Spatial Loc.	I	3
	Mouth Morphemes: Degrees of Inflection	II	10
	Analyze This! Analyses of ASL & English Interp	III	8
03-04 May 2019	I'll Pencil You In! Calendar Related Activities	I	0
	Pragmatics in the Classroom	II	13
	Please Let Me Catch This Fingerspelled Word	III	4
16-20 June 2019	SCSDB Tier I Orange Immersion Week	I	4
23-28 June 2019	Educational Interpreting Institute: Tier II Green	II	8
	Educational Interpreting Institute: Tier II Blue	III	13
26-27 July 2019	EIPA Written Test Standards	ALL	7
<b>TOTAL</b>			<b>168</b>

Table 12. Education Sessions Attendance

While the Orange Tier I group only had 13 attendees at their language development sessions it should be noted their population size is only seven. The Green Tier II group had the highest number of attendees (68) and the Blue Tier III group accounted for 40 total attendees. Education session locations not in the upstate (Midlands and Charleston), suggests lower attendance numbers.

## 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 13 identifies that state mean in each performance competency and the number of educational sessions in the 2018-2019 year that addressed each specific competency.

<i>EIPA Competencies State Mean and Education Sessions Addressing the Competency</i>				
<i>DOMAIN</i>	<i>COMPETENCY</i>		<i>STATE MEAN</i>	<i>COMPETENCY</i>
<i>ROMAN I</i>	<i>A</i>	<i>Stress Important Words</i>	2.9	<i>### /</i>
	<i>B</i>	<i>Affect/Emotions</i>	3.1	<i>### //</i>
	<i>C</i>	<i>Register</i>	2.8	<i>### /</i>
	<i>D</i>	<i>Sentence Boundaries</i>	3.2	<i>////</i>
	<i>E</i>	<i>Boundaries Indicated</i>	3.1	<i>///</i>
	<i>F</i>	<i>Non-Manual Markers</i>	2.5	<i>### /</i>
	<i>G</i>	<i>Verb Directional/Pronominal</i>	3.2	<i>///</i>
	<i>H</i>	<i>Comparison/Contrast</i>	2.7	<i>////</i>
	<i>I</i>	<i>Classifiers</i>	2.6	<i>///</i>
	<i>J</i>	<i>Grammar</i>	2.8	<i>//</i>
	<i>K</i>	<i>Eng. Morphological Marking</i>	n/a	-
	<i>L</i>	<i>Mouthing</i>	4.7	-

ROMAN II	A	Signs	3.1	### ////
	B	Fingerspelling/Numbers	2.5	### ## /
	C	Register	2.6	### ## ///
	D	Non-Manual Behaviors	2.4	### ## ////
	E	Rate, Rhythm, Fluency	2.9	### ## //
	F	Sentence/clause Boundaries	2.8	### ##
	G	Sentence Types	2.7	### ## /
	H	Emphasize Important Words	2.6	### ## ///
	I	English Word Selection	2.8	### ## //
	J	No Extraneous Sounds	2.8	### ///
ROMAN III	A	Amt Sign Vocab	4.6	//
	B	Signs Made Correctly	4.4	//
	C	Fluency	4.3	/
	D	Vocab with System	4.4	-
	E	Key Vocab Represented	2.9	/
	F	F/S Production	4.3	//
	G	Spelled Correctly	4.5	/
	H	App Use of Fingerspelling	2.6	/
	I	Numbers	4.8	////
ROMAN IV	A	Eye Contact	3.2	///
	B	Whole V-S	2.8	### ////
	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 13. EIPA Competencies & 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 14 outlines these competencies and the number of educational sessions in the 2018-2019 year that addressed each specific competency.

DOMAIN	STATE MEAN	CHANGE IN SCORE	ADDRESSING COMPETENCY
<i>Child Cognitive/Language Development</i>	83%	1%	//
<i>Culture</i>	86%	-	//
<i>Education</i>	86%	1%	//
<i>English</i>	75%	1%	//
<i>Interpreting</i>	80%	(2%)	//
<i>Linguistics</i>	76%	1%	//
<i>Literacy</i>	83%	2%	//
<i>Guidelines for Professional Conduct</i>	83%	1%	//
<i>Technology</i>	84%	2%	//

Table 14 EIPA: WT Education Sessions Addressing the State Mean

*While each competency was addressed in education sessions, there was a significant gain relative to the overall passing rate on the EIPA: WT for full time, active Educational Interpreters (89%).*

## MENTORING

The SCEIC provided face-to-face mentoring services for 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 **40 educational interpreters received 11,415 minutes (190 hours) of mentoring services**. Mentoring addressed: developing knowledge competencies (420 minutes/7 hours); engaging in guided self-assessments (750 minutes/13hours); designing a tailored professional development plan (2,655 minutes/44 hours); and addressing specific discrete competencies (7,590 minutes/127 hours). Table 15 outlines the number of minutes provided for each region.

<i>Minutes of Mentoring Services Provided in the 2018-2019 Academic Year</i>		
<i>Region</i>	<i>Minutes</i>	<i>Hours</i>
<i>Region I</i>	3,090	51
<i>Region II</i>	4,035	67
<i>Region III</i>	1,860	31
<i>Region IV</i>	1,950	33
<i>Region V</i>	480	8
<b>Total</b>	<b>11,415</b>	<b>190</b>

Table 15. Minutes of Mentoring Services Provided in the 2018-2019 Academic Year

In addition, the SCEIC provided one-hour mentoring sessions during the summer weeklong educational interpreter Immersion week for eight attendees. The SCEIC also co-designed 14 professional development plans with educational interpreters across the state.

## **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 14 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*
- *Inquiries about interpreter qualifications and state requirements*

## MOVING FORWARD

As the SCEIC completes its' third year with a more complete, detailed understanding of the Educational Interpreter population in the state, the SCEIC is eagerly preparing for a full final academic year of services in 2019-2020.

### 2019-2020 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 16 outlines the month, region and district of scheduled 2019-2020 EIPA assessments.

Date	Region	Hosting District
September 30, 2019	Region I: Upstate	York
October 1, 2019	Region I: Upstate	York
November 11-13 2019	Region II: PeeDee	Horry
December 18-19, 2019	Region I: Upstate	Greenville
January 13-15, 2020	Region III: Midlands	Columbia
February 2020	Region V: Lower Coast	Dorchester
February 2020	Region III: Midlands	Aiken
March 2020	Region V: Lower Coast	Beaufort
April 2020	Region II: PeeDee	Darlington
April 2020	Region IV: Charleston	Charleston
May 2020	Region I: Upstate	Greenville
June 2020	Region I: Upstate	Greenville

Table 16. 2019-2020 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 2019-2020 academic year. Table 17 outlines the month, region and district of scheduled 2019-2020 EIPA: WT assessments.*

<i>Region</i>	<i>Date</i>
<i>December 7, 2019</i>	<i>Region I: Upstate</i>
<i>June 2020</i>	<i>Region I: Upstate</i>

Table 17. 2019-2020 Scheduled EIPA Written Tests

## 2019-2020 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 2019-2020 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 continue to 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. The SCEIC will continue to coordinate statewide registration, attendance records, and participant summative assessments for each educational session it offers.*



## ORANGE TIER I EDUCATION SESSIONS

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 7 Educational Interpreters in this Tier group. Our SCSDB partners have organized the following Orange: Tier I education sessions for 2019-2020:

### **September 13-14, 2019**

SCSDB: Columbia P. May Science: Where Little Things Mean a Lot

### **October 18-19, 2019**

SCSDB: Spartanburg B. Clements Mouth Morphemes

### **December 13-14, 2019**

SCSDB: Charleston D. Martin How to SHOW a Story Using Classifiers

### **January 17-18, 2020**

SCSDB: Spartanburg P. May May the  $F=ma$  be with you... always.

### **March 13-14, 2020**

SCSDB: Charleston S. Lott Head movement: Critical Features in Educational Interpretation

### **May 15-16, 2020**

SCSDB: Spartanburg S. Lott Get a Grip on Fingerspelling

### **June 21-25, 2020**

SCSDB: Spartanburg ASL Immersion Week

---

## 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.

<u>Dates</u>	<u>Presenter</u>	<u>Topic</u>	<u>Competencies</u>
September 27-28, 2019	S. Smith	From the Stage to the Classroom	1A, 1B, 1C, 1E, 1F
November 22-23, 2019	C. Rawlings	Personification & CI	1A, 1B, 1I
January 24-25, 2020	W. Smith	Slide to the Right- Roles Shifting	4A, 4G
March 20-21, 2020	W. Smith	Expansion/Compression Techn.	1C, 1J
Summer 2020		Clemson: Summer Immersion Week	

### 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.

<u>Dates</u>	<u>Presenter</u>	<u>Topic</u>	<u>Competencies</u>
September 27-28, 2019	W. Smith	Discourse Mapping	4F
November 22-23, 2019	Wink Smith	Affect and Emotion	1B
January 24-25, 2020	D. Cates	Advance Voicing	Domain 2
March 20-21, 2020	C. Rawlings	Math & Science & History: Oh My!	1A. 1B, 1G, 1H
Summer 2020		Clemson: Summer Immersion Week	

---

## ALL TIER EDUCATION SESSIONS

The following ALL TIER sessions will be offered in 2019-2020. These sessions are streamed from Boystown National Research Hospital on Saturdays. In an effort to provide further engaging learning an optional Friday evening traditional three hour workshop is also being offered.

<u>Dates</u>	<u>Presenter</u>	<u>Topic</u>	<u>Competencies</u>
November 1, 2019	S. Fitzmaurice	BowTie Your Key Vocabulary Streaming Webinars:	3E, 3H
November 2, 2019	G. Grabher	Mouth Morphemes Steps to a More Powerful	IF. IID.
April 3, 2020	W. Weber	Vocabulary Streaming Webinars:	Domain 2
April 4, 2020	T. Bruce	ASL Classifiers	Domain 3 & 11

---

## KNOWLEDGE COMPETENCIES EDUCATION SESSIONS

To again to prepare educational interpreters for the EIPA: WT, two separate education sessions will be offered in 2019-2020 from December 6-7, 2019 and in July 2020. The EIPA Written Test (WT) workshop covers 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  
Education  
Linguistics  
Professional*

*Culture  
Interpreting  
Literacy and Tutoring  
Technology*

## 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.*

## REFERENCES

- Boystown National Research Hospital. (n.d.). EIPA content standards. Retrieved from <http://www.classroominterpreting.org/EIPA/standards/contentstandards.asp>
- Boystown National Research Hospital. (n.d.). EIPA diagnostic center. Retrieved from <http://www.classroominterpreting.org>
- Brown, S. & Schick, B. (2011). *Interpreting for children: Some important differences*. VIEWS, (28) 4, 22-25.
- Distance Opportunities for Interpreter Training Center (2007, August). K-12 legislative trends. Retrieved from <http://www.unco.edu/doit/2007%20RID%20presentations/K-12%20Legislative%20Trends.pdf>
- Individuals with Disabilities Education Improvement Act of 2004 § 108-446 U.S.C. Sec. 300.34(c)(4) (2004)
- Johnson, L., Brown, S., Taylor, M., & Austin, N. (2014). *Patterns of practice: Current investigation in educational interpreting*. In D. Hunt & S. Hafer (Eds). 2014 CIT Conference Proceedings, *Our Roots: The Essence of Our Future* (63-72). Portland, OR: CIT Publications.
- Patrie, C., & Taylor, M. M. (2008, January). *Outcomes for graduates of baccalaureate interpreter preparation programs specializing in interpreting in k-12th grade settings*. Retrieved from <http://www.lulu.com/product/paperback/outcomes-for-graduates-of-baccalaureate-interpreter-preparation-programs-specializing-in-interpreting-in-k-12th-grade-settings/2212962>
- Schick, B., & Williams, K. (1999). *Skills levels of educational interpreters working in public schools*. *Journal of Deaf Studies and Deaf Education*, 144-155.
- Schick, B., & Williams, K. (2001). *The educational interpreter performance assessment: Evaluating interpreters who work with children*. *Odyssey*. Winter/Spring, 12.
- Schick, B., & Williams, K. (2004). *The educational interpreter performance assessment: Current*

- structure and practices. In E. A. Winston (Ed.), Educational interpreting: How it can succeed (186-205). Washington, DC: Gallaudet University Press.*
- Schick, B., Williams, K., & Kupermintz, H. (2005) Look who's being left behind: educational interpreters and access to education for deaf and hard-of-hearing students. Journal of Deaf Studies and Deaf Education 11:1 (3-20). Oxford University Press.*
- South Carolina Association of the Deaf (2008, July). South Carolina educational interpreter profile. Columbia, SC: South Carolina Interpreter Recruitment and Training Project.*
- South Carolina Department of Education: Office of Exceptional Children. (2007). South Carolina educational interpreter guidelines. Columbia, SC: South Carolina Department of Education. Retrieved from <http://ed.sc.gov/agency/programs-services/173/documents/EdInterpreterGuide.pdf>*
- South Carolina Department of Education. (2016, March). Interpreting services data analyses. Columbia, SC: Office of Special Education Services.*
- Smith, M. B. (2013). More than meets the eye: Revealing the complexities of an interpreted education. Washington, DC: Gallaudet University Press.*
- Winston, E. A. (2004). Educational interpreting: How it can succeed. Washington, DC: Gallaudet University Press.*