CLEMSON

SOUTH CAROLINA EDUCATIONAL INTERPRETING CENTER

Annual Report

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Stephen Fitzmaurice, Ph.D.
Associate Professor of ASL: Interpreting
Department of Languages
Clemson University

TABLE OF CONTENTS

TABLE OF FIGURES

INDEX OF TABLES

PROGRAM OVERVIEW & HIGHLIGHTS

Clemson University and its partner at the South Carolina State Department of Education manage the South Carolina Educational Interpreting Center (SCEIC) at the University Center in Greenville, South Carolina. The SCEIC provides national performance and knowledge assessments, mentoring and educational opportunities for South Carolina Educational Interpreters.   This annual report details the SCEIC outputs and outcomes for Educational Interpreters in the state for the 2019-2020 funding year. The work of the SCEIC noted the following 2019-2020 highlights among educational interpreters across the state:

- **130 active SCEIC participants**
  - **116 full-time Educational Interpreters**
  - 14 substitute interpreters
- **49 EIPA interpreting exams administered** in 2019-2020
  - Awaiting 4 sets of EIPA results
  - 108 full-time educational interpreters have taken an EIPA examination
- **Statewide mean on the EIPA: 3.4**
- **90% pass rate** for Educational Interpreters who have taken the **EIPA: Written Test (WT)**
  - 4 EIPA: WT examinations proctored in 2019-2020
  - 36 full-time educational interpreters have not taken the EIPA: WT
- **541 Educational Interpreter attendees at education sessions**
  - Provided 35 professional education events (168 hours of professional development)
- **142 hours of direct mentoring services** provided to 50 different educational interpreters
- Provided technical assistance to various school districts throughout the state
- Made available **60 hours of free tutoring for Deaf students** impacted by school closures

EDUCATIONAL INTERPRETER CENSUS

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

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

Sign to Voice: Interpreting a series of classroom lectures

Voice to Sign: Interpreting an interview with a student who is deaf
                    or hard-of-hearing
Vocabulary: Assessment of the vocabulary, fingerspelling, and
                    number production reception
Overall Factors: Assessment of the overall factors within the
                    interpreted product

Profiles of performance expectations for Educational Interpreters functioning at various levels can be found in Appendix A. An examination of these profiles confirms that an Educational Interpreter with a skill profile around 3.0 or 3.5 is still not providing complete access to the information being conveyed. 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.

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 SCEIC	2018 SCEIC	2019 SCEIC	2020 SCEIC
Region I: Upstate	43	22	23	25	33
Region II: PeeDee	21	17	18	18	22
Region III: Midlands	25	19	20	20	25
Region IV: Charleston	16	12	13	20	24
Region V: Lower Coast	11	16	14	12	12
Total	116	86	88	95	116

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

Based-on the current number of registered Educational Interpreters, the SCEIC

reports there were 116 full-time educational interpreters working in South Carolina

school districts in the 2019-2020 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).
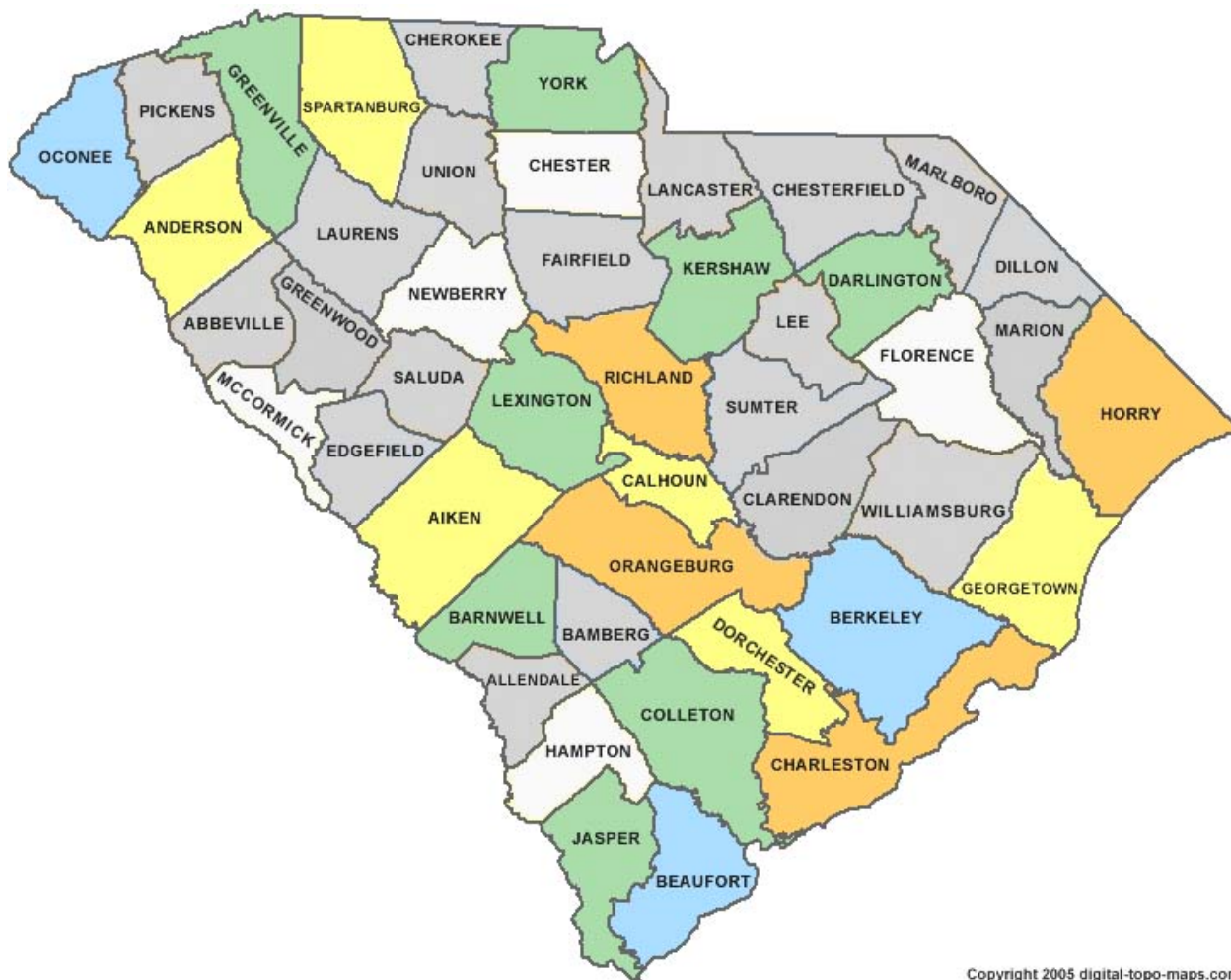
Figure 1. South Carolina school districts employing educational interpreters

Figures 2-5 showcase each region, listing of school districts within each region using educational interpreters, and the total number of educational interpreters in each region.

Region I: Upstate

Districts employing educational interpreters:

Anderson 5	Spartanburg 6
Greenville	Union
Oconee	York 2
Pickens	York 3
SCSDB	York 4
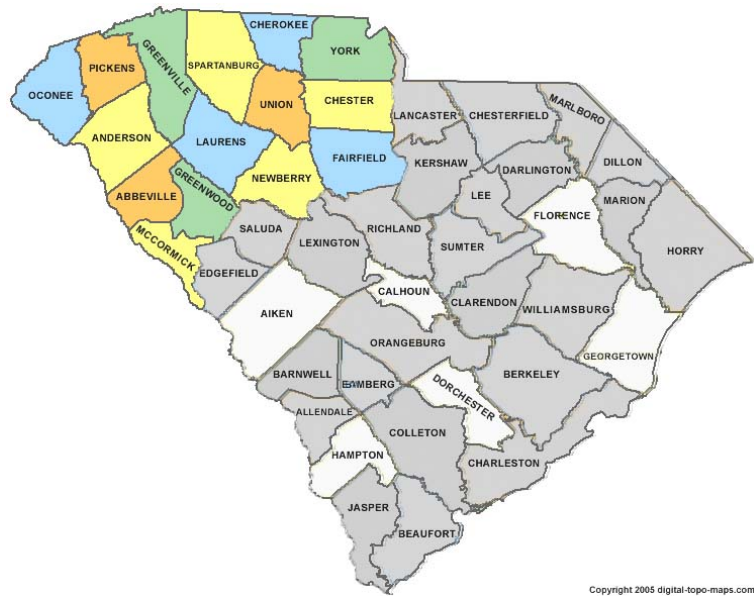
2016 Census: 43

2017 Educational Interpreters:: 22

2017 Cue Transliterators: 16

2018 Educational Interpreters: 23

2019 Educational Interpreters: 25

2020 Educational Interpreters: 33

2020 Substitute Interpreters: 6

Figure 2. Region I School Districts

Region II: PeeDee

Districts employing educational interpreters:

Darlington	Kershaw
Horry	Sumter
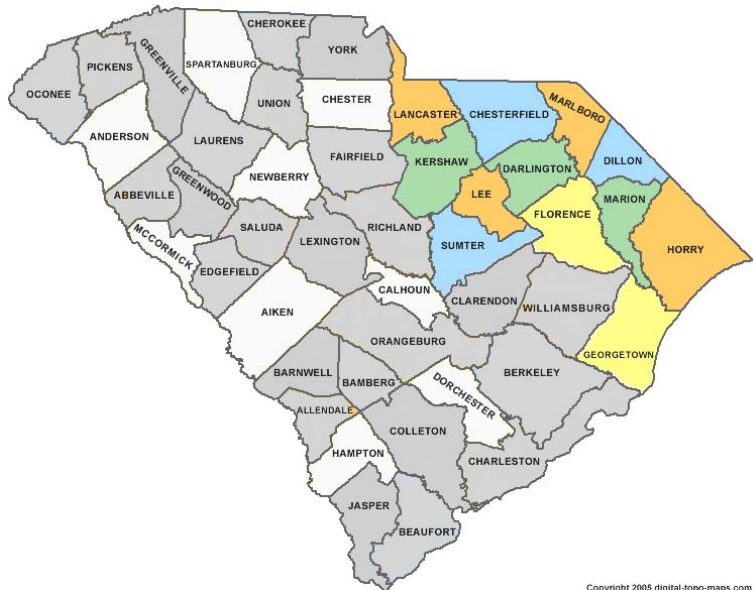
2016 Census: 21

2017 Educational Interpreters: 17

2018 Educational Interpreters: 18

2019 Educational Interpreters: 18

2020 Educational Interpreters: 22

2020 Substitute Interpreters: 2

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 Educational Interpreters: 19
2018 Educational Interpreters: 20
2019 Educational Interpreters: 20
2020 Educational Interpreters: 25
2020 Substitute Interpreters: 5
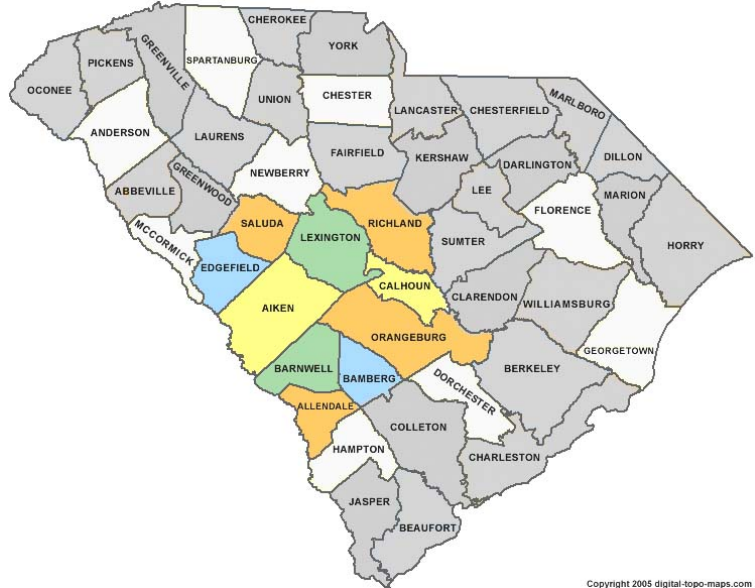
Figure 4. Region III School Districts

Region IV: Charleston

Districts employing educational interpreters:

Berkeley	Georgetown
Charleston	

2016 Census: 16
2017 Educational Interpreters: 12
2018 Educational Interpreters: 13
2019 Educational Interpreters: 20
2020 Educational Interpreters: 24
2020 Substitute Interpreters: 1
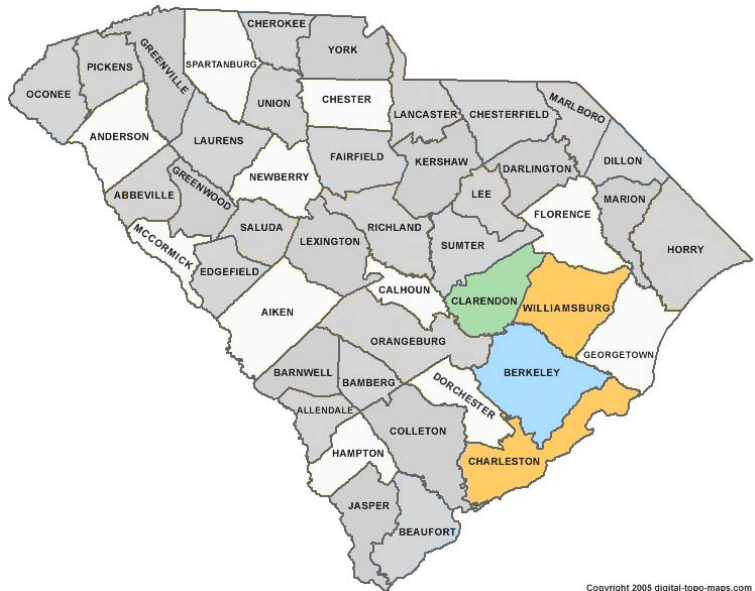
Figure 5. Region IV School Districts

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
2020 Educational Interpreters: 12
2020 Substitute Interpreters: 1
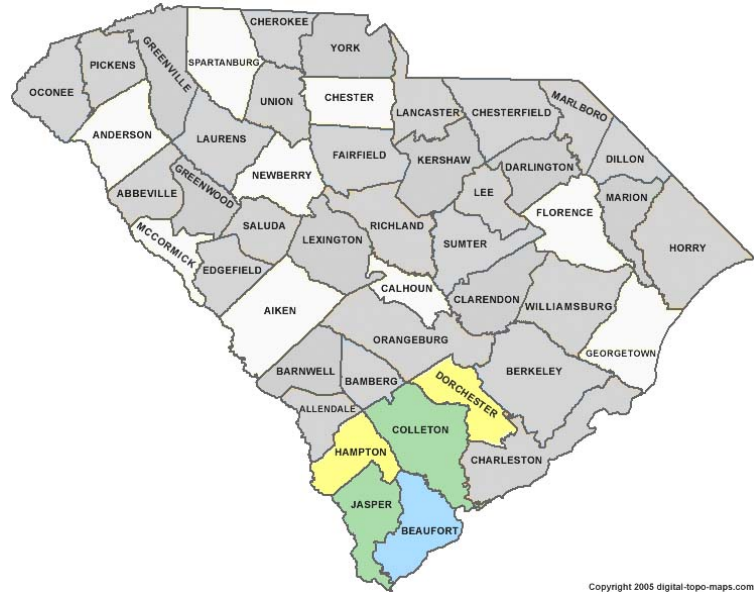
Figure 6. Region V School Districts

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.
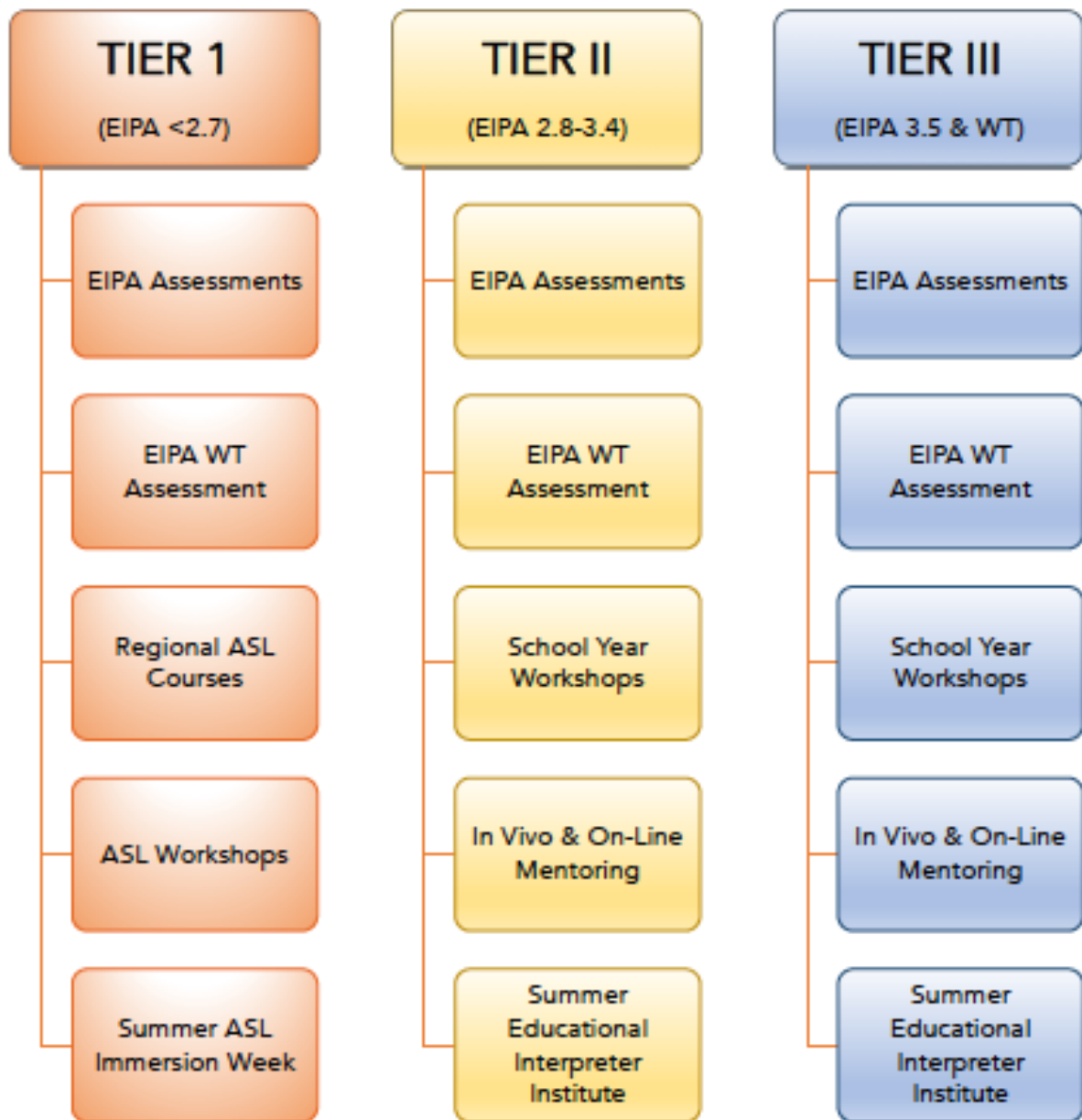
Figure 7. Tier Needs and Services

In 2019-2020 the SCEIC only provided assessments for the Orange Tier I group and are included in this report. All other services for the Orange Tier I group were provided by the South Carolina School for the Deaf and the Blind (SCSDB). Those services are not included in this report.

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.

EDUCATIONAL INTERPRETER 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 2017-2020.

National versus South Carolina EIPA Results of Educational Interpreters

	National	South Carolina				
	2014	2008	2017	2018	2019	2020
EIPA: <3.0*	16%	61%	41%	26%	29%	16%
EIPA: 3.0-3.4	42%	20%	8%	37%	33%	37%
EIPA: 3.5+/Cert	40%	11%	30%	29%	38%	47%
Population Size	8,680	92	135	94	90	108

*or not assessed

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

Despite the COVID-19 closures beginning in March 2020, in 2019-2020, the SCEIC **administered 63 EIPA** examinations with four educational interpreters awaiting their EIPA results from the EIPA Diagnostic Center. There are also eight educational interpreters working full-time who have not taken an EIPA assessment. With the results we currently have, **the statewide mean on the EIPA examination is 3.4**. Table 3 details the 2016 estimated versus actual statewide score distribution by tier. This table includes full-time and substitute interpreters.

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

	Estimated	2017	2018	2019	2020
Tier I (<2.7)	66%	9%	10%	6%	7%
Tier II (2.8-3.4)	8%	35%	29%	40%	41%
Tier III (3.5-3.9)	6%	17%	19%	34%	31%
HQ (4.0)	20%	21%	9%	7%	12%
Not Tested		19%	23%	13%	9%
Total	135	81	116	112	130

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

Table 4 outlines the mean EIPA score for each region. One-way ANOVA analyses were calculated for EIPA scores by region and indicate regional differences are not statistically significant (F= 1.70975, p=.6152721) at p<0.05. As seen in Table 4, each region, except Region III demonstrated a mean increase in scores. Although Region II witnessed a mean EIPA score increase, they remain the lowest scoring region. In addition, Region II is the only region that continues to employ educational interpreters scoring less than an EIPA 2.0.

Mean 2020 EIPA score for each region with annual gain

	Region I Upstate	Region II PeeDee	Region III Midlands	Region IV Charleston	Region V Coast	State
EIPA	3.6	3.2	3.4	3.4	3.4	**3.4**
Mean	(+0.2)	(+0.2)	(0)	(+0.1)	(+0.2)	**(+0.1)**

Table 4. Mean 2020 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.

These data again reveal Region II (PeeDee) and Region IV (Charleston) employing a higher percentage of Tier I, lower skilled, interpreters than other regions. Statistically however, these findings are not significant. Conversely, Region I employs more highly qualified educational interpreters which is again not significant. Region III employs the highest percent of educational interpreters in Tier III which is likewise not significant.

Tier Distributions by Region

	Region I Upstate	Region II PeeDee	Region III Midlands	Region IV Charleston	Region V Coast
Tier I (<2.7)	3%	13%	7%	4%	15%
Tier II (2.8-3.4)	33%	42%	40%	48%	46%
Tier III (3.5-3.9)	28%	33%	40%	32%	15%
HQ	26%	4%	3%	4%	15%
Not tested	10%	8%	10%	12%	8%
Population	39	24	30	25	13

Table 5. Tier Distributions by Region

Figure 8 provides a statewide snapshot of the percentage of educational interpreters assigned to each Tier as defined by their individual performance skills. It is readily apparent the bulk of educational interpreters across all regions are scoring between 2.8-3.4 and 3.5-3.9.
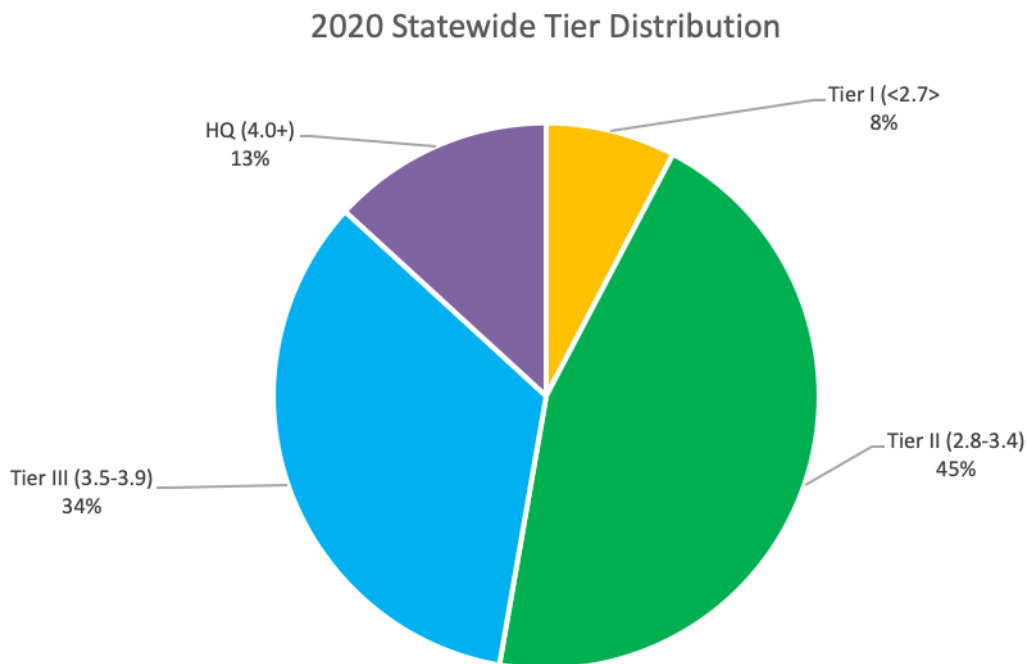
Figure 8. Percentage of Population Assigned to Each Tier

To examine the specific professional development needs of educational interpreters, the SCEIC has detailed the mean score for each competency. The EIPA Diagnostic Center reports the skills development of educational interpreters generally follows a typical route. The SCEIC note the same factors in these data which also directly align with the foundational assignment of interpreters into each Tier group. The Diagnostic Center's notation of skill development is outlined in Table 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 by SCEIC Tier

Competencies	Tier Focal Point
Vocabulary development	Tier I
Body/Face for affect	Tier I
Simple question forms	Tier I
Simple spatial placements	Tier I /Tier II
Complex grammar	Tier II
Complex use of space	Tier II
Speaker/narrative shifts	Tier II/Tier III
Non-manual markers	Tier III
Overall content efficacy	Tier III
Discourse mapping/cohesion	Tier III

Table 6. EIPA Diagnostic Center Attribution of Skill Development Order

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

Table 6 specifies the statewide score in each competency as well as aggregated competency scores by region.

EIPA Competency Scores by State and by Region.

Domain	Competency	State	Regions				
			I	II	III	IV	V
ROMAN I	This domain assesses an interpreter's skills at transferring meaning from English to sign.						
	A. Stress Important Words	3.2	3.4	2.9	3.3	3.2	3.1
	B. Affect/Emotions	3.3	3.4	3.0	3.3	3.4	3.2
	C. Register	3.0	3.0	2.7	3.1	3.0	2.7
	D. Sentence Boundaries	3.9	3.7	3.3	3.5	3.5	3.3
	E. Boundaries Indicated	3.3	3.6	3.1	3.4	3.1	3.2
	F. Non-Manual Markers	2.6	2.8	2.5	2.6	2.6	2.3
	G. Verb Directionality/Pronom.	3.4	3.6	3.3	3.5	3.4	3.3
	H. Comparison/Contrast	2.9	3.2	2.6	2.9	2.9	2.8
	I. Classifiers	2.8	2.9	2.7	2.9	2.9	2.8
	J. Grammar	3.0	3.2	2.8	3.1	3.0	2.9
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a	n/a	n/a
	L. Mouthing	4.9	5.0	4.9	4.9	4.9	4.8
ROMAN I MEAN		3.3	3.4	3.1	3.3	3.2	3.1
ROMAN II	This domain assesses an interpreter's skills at transferring meaning from sign to English						
	A. Signs	3.3	3.4	3.0	3.3	3.4	3.1
	B. Fingerspelling/Numbers	2.6	2.7	2.5	2.7	2.6	2.5
	C. Register	2.8	3.0	2.5	2.8	3.0	2.5
	D. Non-Manual Markers	2.5	2.7	2.3	2.5	2.6	2.3
	E. Rate, Rhythm, Fluency	3.4	3.2	2.9	3.0	3.2	2.9
	F. Sentence/clause Boundaries	3.0	3.1	2.8	2.9	3.1	2.8
	G. Sentence Types	2.9	2.9	2.6	2.9	3.0	2.7
	H. Emphasize Import Words	2.8	2.9	2.6	2.8	2.8	2.5
	I. English Word Selection	3.0	3.2	2.9	3.0	3.1	2.9
	J. No Extraneous Sounds	2.9	3.0	2.7	3.0	3.0	2.6
ROMAN II MEAN		2.9	3.0	2.7	2.9	3.0	2.7
ROMAN III	This domain assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings.						
	A. Amt Sign Vocab	4.9	4.9	4.8	4.9	4.8	4.8
	B. Signs Made Correctly	4.6	4.7	4.4	4.7	4.7	4.4
	C. Fluency	4.6	4.8	4.4	4.6	4.6	4.4
	D. Vocab with System	4.6	4.7	4.5	4.7	4.7	4.3
	E. Key Vocab Represented	3.1	3.2	2.9	3.2	3.2	2.9

	F. F/S Production	4.4	4.5	4.3	4.6	4.4	4.0
	G. Spelled Correctly	4.6	4.5	4.5	4.8	4.7	4.5
	H. App Use of Fingerspelling	2.9	2.9	2.6	3.0	2.9	2.7
	I. Numbers	5.0	5.0	5.0	5.0	5.0	5.0
ROMAN III MEAN		**4.3**	**4.3**	**4.1**	**4.4**	**4.3**	**4.1**
ROMAN IV	This domain examines the overall transfer of meaning between languages.						
	A. Eye Contact	3.4	3.6	3.2	3.3	3.3	3.4
	B. Whole V-S	3.1	3.2	2.9	3.1	3.1	3.0
	C. Whole S-V	2.8	2.9	2.6	2.9	2.9	2.7
	D. Decalage V-S	2.9	3.0	2.6	2.9	2.9	2.9
	E. Decalage S-V	2.7	2.8	2.5	2.8	2.8	2.5
	F. Principles of Disc Mapping	1.9	2.1	1.6	2.0	1.9	1.8
	G. Who Speaking	3.1	3.3	3.0	3.1	3.1	2.8
ROMAN IV MEAN		**2.8**	**3.0**	**2.6**	**2.8**	**2.9**	**2.7**

Table 7. EIPA Competency Scores by State and by Region

The statewide results where Domain I was a higher scoring domain when contrasted with Domain II. This follows the national trend and is indicative of most educational interpreters' working from English to sign. Domain IV is the lowest scoring domain as it is the overall efficacy of an interpretation and are the final skills sets to be developed. What is also reflective of national data is Domain III, Vocabulary scoring as the highest domain and following the principles of discourse mapping is the lowest scoring specific competency. 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	3.2	2.7	3.1	3.4	3.9
	B. Affect/Emotions	3.3	2.8	3.1	3.5	3.8
	C. Register	3.0	2.4	2.9	3.2	3.4
	D. Sentence Boundaries	3.9	3.0	3.4	4.8	3.9
	E. Boundaries Indicated	3.3	3.1	3.2	3.4	4.0
	F. Non-Manual Markers	2.6	2.1	2.6	2.7	3.1
	G. Verb Directionality/Pronom.	3.4	2.9	3.4	4.5	4.1
	H. Comparison/Contrast	2.9	2.2	2.8	3.1	3.7
	I. Classifiers	2.8	2.2	2.7	2.9	3.3
	J. Grammar	3.0	2.4	2.9	3.2	3.7
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a	n/a
	L. Mouthing	4.9	4.9	4.9	4.9	5.0
ROMAN I MEAN		**3.3**	**2.7**	**3.2**	**3.4**	**3.8**
ROMAN II	This domain assesses an interpreter's skills at transferring meaning from sign to English					
	A. Signs	3.3	2.7	3.3	3.3	3.5
	B. Fingerspelling/Numbers	2.6	1.9	2.7	2.7	3.1
	C. Register	2.8	2.2	2.9	2.8	3.0
	D. Non-Manual Markers	2.5	1.9	2.6	2.6	2.9
	E. Rate, Rhythm, Fluency	3.4	2.5	3.1	3.1	3.3
	F. Sentence/clause Boundaries	3.0	2.3	2.9	3.1	3.3
	G. Sentence Types	2.9	2.1	2.9	2.8	3.3
	H. Emphasize Import Words	2.8	2.0	2.8	2.8	3.2
	I. English Word Selection	3.0	2.4	3.1	3.1	3.3
	J. No Extraneous Sounds	2.9	2.4	3.0	3.0	3.2
ROMAN II MEAN		**2.9**	**2.2**	**2.9**	**3.0**	**3.2**
ROMAN III	This domain assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings.					
	A. Amt Sign Vocab	4.9	4.5	4.9	4.8	5.0
	B. Signs Made Correctly	4.6	4.0	4.6	4.6	4.9
	C. Fluency	4.6	4.2	4.6	4.6	4.9
	D. Vocab with System	4.6	3.7	4.7	4.6	5.0
	E. Key Vocab Represented	3.1	2.7	3.1	3.2	3.6
	F. F/S Production	4.4	3.9	4.5	4.4	4.6
	G. Spelled Correctly	4.6	4.0	4.7	4.5	4.9
	H. App Use of Fingerspelling	2.9	2.4	2.8	3.0	3.3
	I. Numbers	5.0	5.0	5.0	5.0	5.0
ROMAN III MEAN		**4.3**	**3.7**	**4.3**	**4.3**	**4.6**

ROMAN IV	This domain examines the overall transfer of meaning between languages.					
	A. Eye Contact	3.4	2.9	3.3	3.6	3.8
	B. Whole V-S	3.1	2.6	3.0	3.2	3.7
	C. Whole S-V	2.8	2.3	2.9	2.8	3.1
	D. Decalage V-S	2.9	2.4	2.8	3.0	3.4
	E. Decalage S-V	2.7	2.1	2.8	2.7	3.0
	F. Principles of Disc Mapping	1.9	1.1	1.8	2.2	2.7
	G. Who Speaking	3.1	2.4	3.1	3.3	3.6
ROMAN IV MEAN		**2.8**	**2.2**	**2.8**	**3.0**	**3.3**

Table 8. EIPA Competency scores by state and by tier

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).

Despite several scheduled EIPA:WT examinations being canceled due to

COVID-19 access concerns, the SCEIC **administered four EIPA: WT examinations for**

full time and substitute Educational Interpreters in 2019-2020. There remains 36 full-

time Educational Interpreters in the state who have not taken an EIPA: WT

examination.   Since 2016, the SCEIC has administered an EIPA: WT examination for 80

full-time educational and since some educational interpreters have retaken the

examination which means, since 2016, the SCEIC has actually proctored 102 EIPA: WT

examinations. **In all, there is an 90% 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 Pass %	2017-2018 Pass %	2018-2019 Pass %	2019-2020 Pass %	OVERALL Pass %
TOTAL	76%	55%	81%	75%	90%

Table 9. EIPA: WT Testing by Year

It is noteworthy that Tier I Educational Interpreters fail the EIPA: WT at higher

percentages than all other tier groups. **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.
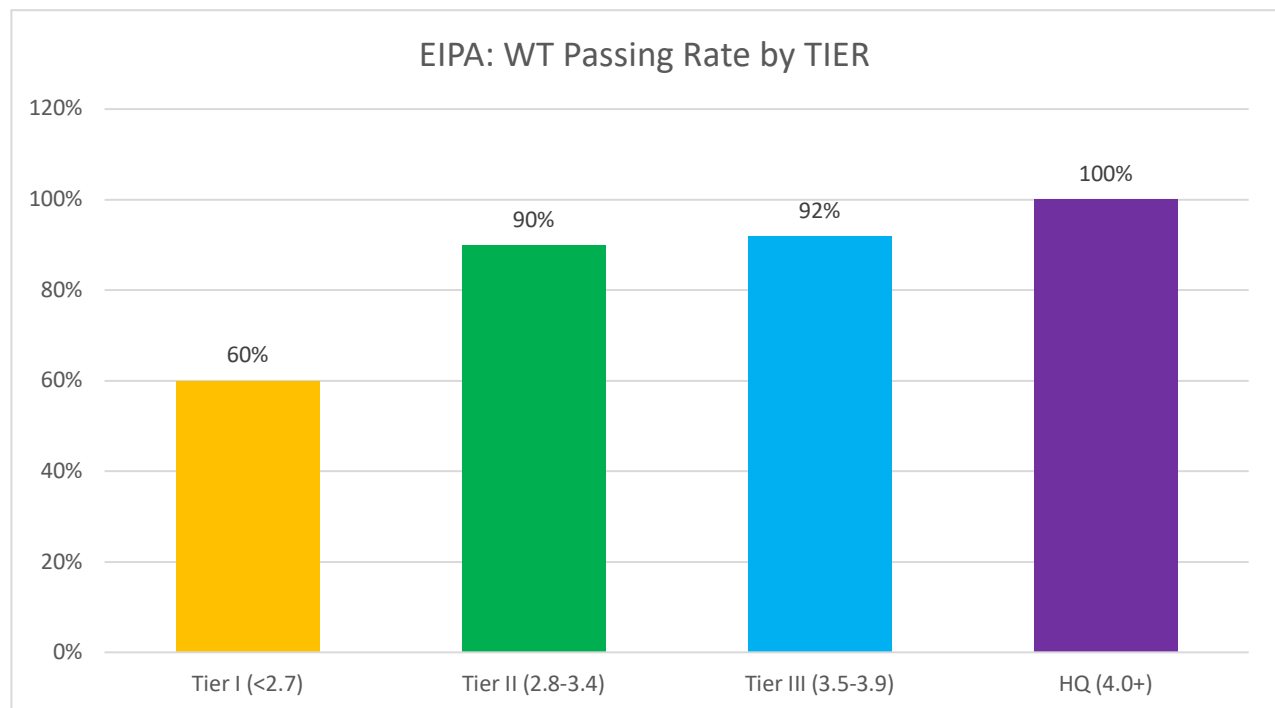
Figure 9. WT Passing Percentage by Tier

While the overall pass rate is important, the EIPA: WT assesses educational interpreter knowledge competencies across nine different domain areas. The specific domain areas is outlined in Table 10.

EIPA: WT Domain Area Scoring Percentage Statewide

WT DOMAIN	2017 Mean	2018 Mean	2019 Mean	2020 Mean
Child Development	80%	82%	83%	85%
Culture	83%	86%	86%	88%
Education	83%	85%	86%	87%
English	70%	74%	75%	76%
Interpreting	79%	82%	80%	84%
Linguistics	72%	75%	76%	80%
Literacy	82%	81%	83%	83%
Professional Conduct	78%	82%	83%	85%
Technology	78%	84%	84%	83%

Table 10. EIPA: WT Domain Area Scoring Percentage Statewide

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

WT Domain	State	Region				
		I	II	III	IV	V
Child Development	85%	89%	82%	83%	82%	84%
Culture	88%	94%	80%	89%	82%	88%
Education	87%	88%	82%	90%	85%	91%
English	76%	81%	81%	78%	67%	65%
Interpreting	84%	84%	89%	86%	81%	81%
Linguistics	80%	84%	83%	78%	72%	78%
Literacy	83%	83%	82%	85%	81%	87%
Professional Conduct	85%	87%	85%	86%	80%	85%
Technology	83%	84%	84%	84%	82%	78%
Pass Rate	90%	100%	86%	81%	87%	100%

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

EDUCATION

The **SCEIC hosted 35 professional development opportunities for educational interpreters** each ranging between 2-10 hours. These include SCEIC education sessions, nationally streamed seminars, and the virtual Educational Interpreter Immersion Week during the 2019-2020 academic year. **These education sessions had 541 Educational Interpreter attendees.** Learning objectives for 2019-2020 education sessions were selected based on SCEIC EIPA results from 2018-2019. These objectives also aligned with the national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008). In all, the SCEIC coordinated statewide registration, attendance records, and participant summative assessments for each educational session and **provided 168 hours of professional education during the 2019-2020 year.**

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 SCSDB 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.

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.

From the Theatre to the Classroom
On Site
27-28 September 2019
Smith, S.

This workshop uses hands on activities to help educational interpreters learn

how to interpret theatrical situations ranging from elementary school music class

to a high school literature class.

Competencies:

Roman I A: Stress or emphasis for important words or phrases
Roman I B: Affect and emotions
Roman I C: Register
Roman I E. Sentence types and clausal boundaries indicated
Roman I F: Mouth Morphemes

Session Evaluation:

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

2. The session built an understanding of concepts and principles: 4.78

3. The session had clearly stated objectives: 4.78

4. The AV materials were supportive of the subject matter: 4.89

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: 4.89

10. This session will contribute to my professional growth: 4.89

11. This session will motivate me to seek further continuing education: 4.89

12. This session was outstanding: 4.67

Select Session Comments:

> "*Most valuable: techniques for applying the skills in the classroom. Especially enjoyed the techniques about interpreting elementary school music class.*"

> "*Since it was a new topic, it was extremely helpful. We've not had a class before about the acting aspect of interpreting, so it was awesome to get pointers and examples on how to do it more efficiently.*"

Personification & Use of Classifiers

22-23 November 2019

On Site

Rawlings, C.

> The presenter will discuss how the ABCs are used in handshape stories. Each letter of the alphabet and its handshape will be broken down and discussed how they can be applied to every story situation. This in return will give participants more understanding in their interpretation out in the community. There will be group discussions and activities throughout the presentation.

Each classifier grouping will be broken down and discussed in length and how they can be applied to every interpreting situation. This will give participants more variety in their interpretation out in the community. There will be group discussions and activities throughout the presentation.

Competencies:
Roman I A: Stress or emphasis for important words or phrases
Roman I B: Affect and emotions
Roman I I: Location relationship using ASL classifier system

Session Evaluation:
1. The session was well prepared for and organized: 5.00
2. The session built an understanding of concepts and principles: 5.00
3. The session had clearly stated objectives: 4.86
4. The AV materials were supportive of the subject matter: 5.00
5. My trainer communicated a clear understanding of course content: 4.86
6. My trainer(s) helped me apply theory to solve problems: 4.86
7. The instructional level of this session met my expectations   4.86
8. The trainer addressed my needs to my satisfaction   4.86
9. I will incorporate the skills gained from this session into my work: 4.86
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 4.86

Select Session Comments:
"This was by far one of the most useful workshops we've had. Our presenter was interesting, helpful, knowledgeable and made our time there fun."

"I like the hands up portion of the workshop which gave us the opportunity to put into practice what we had learned."

Slide to the Right… Role Shifting

On Site

24-25 January 2020

Smith, W.

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

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

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

Competencies:

Roman I G.   Verb directionality/pronominalization

Roman II D.   Non-manual behaviors

Roman IV A. Appropriate eye contact and movement

Roman IV G. Indicates who is speaking

Session Evaluation:

1. The session was well prepared for and organized: 4.92
2. The session built an understanding of concepts and principles: 4.92
3. The session had clearly stated objectives: 4.77
4. The AV materials were supportive of the subject matter: 4.92
5. My trainer communicated a clear understanding of course content: 5.00
6. My trainer(s) helped me apply theory to solve problems: 4.62
7. The instructional level of this session met my expectations   4.85
8. The trainer addressed my needs to my satisfaction   4.69
9. I will incorporate the skills gained from this session into my work: 4.69
10. This session will contribute to my professional growth: 4.69
11. This session will motivate me to seek further continuing education: 4.69
12. This session was outstanding: 4.69

Select Session Comments:

I found most valuable "Depicting scenes that include constructed action as well as constructed dialogue."

"When we had (an) opportunity to practice ourselves with a partner to apply what was presented.   When Wink would show us the right way to show depiction."

TIER III: Blue Education Sessions

Cohesive Devices and Discourse Mapping in ASL – Part I
On Site

27-28 September 2019

Smith, W.

Interpreters do not interpret between words, rather they mediate between conceptual universes (Rojo, 2013). How then do interpreters connect two different thoughts such as a comparison between items and or conditional constructions to name just two? Users of any language accomplish this task with the use of cohesive devices and discourse markers that are language specific.

One example are conjunctive devices which are typically lexical items that are inserted to inform the receiver that the following sentence has something to do with the previous. Interpreters must have within their linguistic arsenal these types of devices in order to effectively connect strings of thoughts natively to ease the recipient's processing.

In addition, many spoken and signed languages do not produce a noun or a pronoun to refer to a referent during discourse. English does not do this, preferring to use explicit nouns or pronouns to refer to objects. This is clearly not required in many languages who drop their nouns or pronouns, otherwise known as a pro-drop language. Funnily enough, users of a pro-drop language who learn a second language that is also a pro-drop language will still use overuse nouns and pronouns. Also children who have Deaf parents have been observed to also overuse their pronouns in ASL whereas Deaf children with cochlear implants tend to not therefore we all would benefit from learning more about this topic. However, sign languages have additional features not yet observed in spoken languages that facilitate the ability to pro-drop. In this workshop, participants will learn the three contexts in which signers tend to pro-drop and what features signers tend to use that facilitates their use in mapping discourse.

Competencies:

Roman I: E Sentence boundaries indicated
Roman I: F Non-manual markers
Roman I: I Classifiers
Roman II: D Non-manual behaviors
Roman IV: F Discourse Mapping

Session Evaluations:
1. The session was well prepared for and organized: 4.71
2. The session built an understanding of concepts and principles: 4.71

3. The session had clearly stated objectives: 4.57

4. The AV materials were supportive of the subject matter: 4.71

5. My trainer communicated a clear understanding of course content: 4.86

6. My trainer(s) helped me apply theory to solve problems: 4.57

7. The instructional level of this session met my expectations   4.57

8. The trainer addressed my needs to my satisfaction   4.43

9. I will incorporate the skills gained from this session into my work: 4.71

10. This session will contribute to my professional growth: 4.71

11. This session will motivate me to seek further continuing
education: 4.86

12. This session was outstanding: 4.71

Select Session Comments:

"After learning the research about pronouns, we practiced them in text and in performance. This teaches me how to practice st home. Also loved the cohesive devices!!!!"

I found the most valuable aspect was the "more applied portions like going over list of conjunctions that were easy to apply to my work."

Cohesive Devices and Discourse Mapping in ASL – Part II

On Site

22-23 November 2019

Smith, W.

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 conveying additional emotional context.

This workshop also explores mouth morpheme modifiers such as: BRR, OOO, IS, and SAO among others for affective and emotional use. These mouth morphemes along with facial expressions convey a multitude of meaning rooted in human experience. Interpreters need to become familiar with emotions and how to convey them into the target language without the loss of the culture from the source.

Competencies:

Roman I B: Affect and emotion
Roman I D: Sentence boundaries
Roman I H: Comparison/Contrast
Roman I I: Classifiers
Roman II H: Emphasize important words/phrases
Roman IV F: Discourse mapping

Session Evaluations:

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

Select Session Comments:

"Practicing my interpretation to apply the new skills that I learned during the workshop. I'm grateful for the opportunity to send my interpretation to Wink got feedback.

"Something clicked this time with my understanding of constructed action/affect. Hopefully, with my intentional practice I will show it in my work."

Advanced ASL to English
On Site
24-25 January 2020
Cates, D.

This workshop is for interpreters who want to take their voicing skills to the next level with respect to conceptual matching. In this workshop, interpreters will view linguistically complex samples and will discuss good English interpretations of those concepts, including voicing for classifier descriptions and complex grammatical constructions such as conditionals and topic- comment structures. Interpreters will also learn practical exercises for improving their English vocabulary selections during the course of voicing.

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

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

3. The session had clearly stated objectives: 4.83

4. The AV materials were supportive of the subject matter: 4.83

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

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

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

8. The trainer addressed my needs to my satisfaction   5.00

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

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

"Learning to shift between 1st and 3rd person and how it helps when a portion of the conversation is muddled."

"Utilizing the 4-step strategic approach to videoing myself, analyzing myself, and perfecting my interpretation."

ALL TIERS Education Sessions

The SCEIC hosted one three-hour Boystown National Research webinar and also held one on-site workshop focusing on the EIPA:WT competencies. Due to COVID-19 closures, the SCEIC was unable to host many of its planned on-site professional development sessions and the summer immersion week. In response to this, the SCIEC used Zoom technology to provide two-hour webinars each week during April and May 2020. These Zoom webinars were recorded and re-broadcast the same week. Each webinar was open to both Green and Blue Tier attendees.

Bow Tie Your Key Vocabulary
On Site
01 November 2019
Fitzmaurice, S.

Representing key vocabulary in an interpretation is a vital, yet difficult to master skill when working between ASL and English. Interpreters often struggle identifying and conveying key vocabulary. As also reflected in national results (Johnson, Schick, & Bolster, 2015; Schick 2005), statewide Educational Interpreter Performance Assessment (EIPA) data from South Carolina educational interpreters (2019) indicate identifying key vocabulary and fingerspelling are one of the lowest ranking criterion scores.

This session will explore how to identify and convey key vocabulary using a bow tie strategy in classroom discourse. Participants will practice recognizing key vocabulary while interpreting and rehearse conveying such in a linguistically appropriate way in other words to sound like you are the speaker rather than reading or monotoned.

Competencies:
Roman III E. Key vocabulary represented
Roman III F: Production of fingerspelling
Roman III G: Spelled correctly
Roman III H. Appropriate use of fingerspelling

Session Evaluation:
1. The session was well prepared for and organized: 5.00
2. The session built an understanding of concepts and principles: 5.00
3. The session had clearly stated objectives: 5.00
4. The AV materials were supportive of the subject matter: 5.00
5. My trainer communicated a clear understanding of course content: 5.00
6. My trainer(s) helped me apply theory to solve problems: 4.78
7. The instructional level of this session met my expectations   4.89
8. The trainer addressed my needs to my satisfaction   4.89

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

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

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

12. This session was outstanding: 5.00

Select Session Comments:

"The onset of the workshop when Steve did the constructive feedback about our introductions and told us what not to use any more. Being able to ask questions in this smaller group setting and having time to get those responses.… Loved the small group setting. Also appreciated not interpreting more than we did, but rather taking note of valuable information. I learned so much!!!"

"The need to fingerspell the spelling test stood out to me the most. The way Steve explained it made perfect sense."

Mouth Morphemes
Boystown National Research Hospital Webinar
02 November 2019
Grabner, G. & Koubsky, B.

Mouth Morphemes are an important, yet complicated grammatical feature of American Sign Language. When used correctly, they convey adjectival, adverbial or other descriptive meaning in sign language. In this workshop, native signer, Gina Grabher, and seasoned interpreter, Bethany Koubsky CI/CT, will lead participants through a variety of activities to improve recognition of mouth morphemes and how to apply them in sign language interpretation.

Competencies:

Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman II D: Non-manual behaviors and ASL morphology

Session Evaluation:

1. The session was well prepared for and organized: 5.00
2. The session built an understanding of concepts and principles: 5.00
3. The session had clearly stated objectives: 4.89
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: 4.56
7. The instructional level of this session met my expectations   4.89
8. The trainer addressed my needs to my satisfaction   4.78
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 4.89

Select Session Comments:

"Everything about this workshop was FABULOUS! First, I like that this workshop was led by both a hearing person and a deaf person. It helps to see a difference in their signing and their examples. Second, I loved the progression of activities that we learned: (a) matching a MM with a specific word, (b) interpreting a short phrase or sentence with one MM, (c) interpreting phrases or sentences with more than one MM, (d), interpreting stories with MM embedded in the story, (e) seeing how a Deaf person uses the same stimulus that we practiced to show us how it is done fluently."

EIPA Written Test Standards
13-14 December 2019
Spainhour, Z.

This professional development opportunity is designed to give you the tools you need to prepare for the Educational Interpreter Performance Assessment Written Test (EIPA: WT). The EIPA WT prep workshop will provide any interpreter wanting to prepare for the EIPA WT in a fun way. Participants will learn the 14 Knowledge Standards and the Educational Interpreter Code of

Professional Conduct through several activates, group discussions, and a few quizzes. The concepts, content, and most of the study materials are taken from the EIPA website, www.classroominterpreting .org. With this workshop, participants will leave having the essential tools needed to take on the EIPA WT.

Competencies:

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

Session Evaluations:

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

Select Session Comments:

I liked "being able to review with quizzes and questions."

How to Navigate Technology with E-Learning
Production and Use of Non-manual Markers
On-Line
06 April 2020 – Original
09 April 2020 - Rebroadcast
Spainhour, S.

This session introduced attendees to various technologies and how to provide access they may encounter as Deaf students are transitioning to at home learning. The latter portion of the session also reviewed the production and use of non-manual adverbial and adjectival markers particularly when using technology.

Competencies:

Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman II D: Non-manual behaviors

Session Evaluation:

1. The session was well prepared for and organized:	4.48
2. The session built an understanding of concepts and principles:	4.66
3. The session had clearly stated objectives:	4.79
4. The AV materials were supportive of the subject matter:	4.52
5. My trainer communicated a clear understanding of course content:	4.59
6. My trainer(s) helped me apply theory to solve problems:	4.62
7. The instructional level of this session met my expectations	4.48
8. The trainer addressed my needs to my satisfaction	4.66
9. I will incorporate the skills gained from this session into my work:	4.83
10. This session will contribute to my professional growth:	4.83
11. This session will motivate me to seek further continuing education:	4.72
12. This session was outstanding:	4.52

Select Session Comments:

"Zoom- how to use it and what ways other interpreters are providing access to their students."

"The detailed explanation of what each morpheme looks like on the mouth and for what words it is used for."

Following Principles of Discourse Mapping

On-Line
13 April 2020 – Original
16 April 2020 - Rebroadcast
Fitzmaurice, S.

Discourse mapping is the lowest scoring domain in South Carolina and across the country. This workshop will have participants:

- Exploring the importance of discourse mapping

- Develop a better understanding of how space, classifiers and non-manual markers are utilized to develop textual coherence in ASL discourse

- Identifying strategies to build a discourse map

- Identifying strategies to promote cohesion

- Rehearse discourse mapping strategies

Competencies:

Roman IV F: Follows principles of discourse mapping

Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	4.83
3. The session had clearly stated objectives:	4.94
4. The AV materials were supportive of the subject matter:	4.78
5. My trainer communicated a clear understanding of course content:	4.94
6. My trainer(s) helped me apply theory to solve problems:	4.83
7. The instructional level of this session met my expectations	4.89
8. The trainer addressed my needs to my satisfaction	4.78
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	4.89
11. This session will motivate me to seek further continuing education:	4.83

12. This session was outstanding: 4.72

Select Session Comments:

The X Y Z axis. I've been to discourse mapping workshops before, and this one offered the most skill-building.

"I thought this webinar was remarkable! I really enjoyed it: the presenter brought some comedy (which is hard to do when you don't have a live audience). I found his presentation very engaging and I feel I learned a lot!

Affect and Emotion Using Children's Stories
On-Line
20 April 2020 – Original
23 April 2020 - Rebroadcast
Spainhour, S.

Using children's stories as a stimulus, this session will address the importance of, and how to convey the affect and emotion of speakers, authors, and characters.

Competencies:

Roman I B: Use of affect and emotion
Roman I C: Register

Session Evaluation:
1. The session was well prepared for and organized: 4.76
2. The session built an understanding of concepts and principles: 4.85
3. The session had clearly stated objectives: 4.88
4. The AV materials were supportive of the subject matter: 4.76
5. My trainer communicated a clear understanding of course content: 4.85
6. My trainer(s) helped me apply theory to solve problems: 4.85
7. The instructional level of this session met my expectations   4.79
8. The trainer addressed my needs to my satisfaction   4.67
9. I will incorporate the skills gained from this session into my work: 4.82
10. This session will contribute to my professional growth: 4.88
11. This session will motivate me to seek further continuing education: 4.88

12. This session was outstanding: 4.70

Select Session Comments:

The presenter "broke down the information and allowed us to participate."

"Learning that I need to change my sign style to match if the speaker is male. "

Representing Key Vocabulary

On-Line
27 April 2020 – Original
30 April 2020 - Rebroadcast
Fitzmaurice, S.

Representing key vocabulary in an interpretation is a vital, yet difficult to master skill when working between ASL and English. This item focuses on how well the interpreter is representing critical items to the student. And involves analyzing the message to determine what information is critical to the student and how must it be represented. Interpreters often struggle identifying and conveying key vocabulary as indicated on statewide scores in that it is one of the lowest scoring competencies, as also reflected in national results (Johnson, Schick, & Bolster, 2015; Schick 2005).

This workshop will have participants:

- Exploring the importance of conveying key vocabulary

- Identifying strategies to convey key vocabulary

- Rehearsing identifying key vocabulary in a source text

Competencies:

Roman III E: Key vocabulary represented
Roman III F: Production of fingerspelling
Roman III G: Spelled correctly
Roman III H: Appropriate use of fingerspelling

Session Evaluation:

1. The session was well prepared for and organized: 4.95
2. The session built an understanding of concepts and principles: 4.91
3. The session had clearly stated objectives: 4.86
4. The AV materials were supportive of the subject matter: 4.86
5. My trainer communicated a clear understanding of course content: 4.95
6. My trainer(s) helped me apply theory to solve problems: 4.59
7. The instructional level of this session met my expectations   4.73
8. The trainer addressed my needs to my satisfaction   4.64
9. I will incorporate the skills gained from this session into my work: 4.95
10. This session will contribute to my professional growth: 4.86
11. This session will motivate me to seek further continuing education: 4.86
12. This session was outstanding: 4.68

Select Session Comments:

"Learning in this zoom format is valuable! Every single nugget of explanation and DON'T DO THIS, DO THIS from Dr. Fitzmaurice is priceless. Also, the suggested professional development practice with a time-frame was a good reminder."

"I thought it was great that the whole workshop was in ASL! AMAZING!! Great receptive practice! I also loved the rea- life classroom example for practice and being able to discuss it afterwards. And I appreciate the explanation in the difference between community and educational interpreters."

Sentence & Clausal Boundaries

On-Line
04 May 2020 – Original
07 May 2020 - Rebroadcast
Smith, W.

Phrase and sentence boundaries help receivers of a message understand where an idea begins and when it ends. This helps the flow of discourse in any language. In American Sign Language there are a few commonly cited cues that signers use to accomplish this. In this webinar I will introduce four categories.

The use of the hands to either pause or even repositioning them to be closer to the body or a complete drop of the hands. The head and how it can tilt forward, backward, to the left or right, or the use of a nod. The use of body shifting will also be discussed to demonstrate how it can be used in a compare and contrasting structure. And finally, how eye blinks could be used to mark the end of a phrase or sentence.

Competencies:
Roman I E: Sentence types and clausal boundaries indicated
Roman I H: Compare and contrast
Roman II D: Non-manual behaviors
Roman II F: Sentence types and clausal boundaries

Session Evaluation:
1. The session was well prepared for and organized:	4.77
2. The session built an understanding of concepts and principles:	4.91
3. The session had clearly stated objectives:	4.77
4. The AV materials were supportive of the subject matter:	4.64
5. My trainer communicated a clear understanding of course content:	4.95
6. My trainer(s) helped me apply theory to solve problems:	4.86
7. The instructional level of this session met my expectations	4.82
8. The trainer addressed my needs to my satisfaction	4.86
9. I will incorporate the skills gained from this session into my work:	4.91
10. This session will contribute to my professional growth:	4.91
11. This session will motivate me to seek further continuing education:	4.82
12. This session was outstanding:	4.73

Select Session Comments:
There were "many helpful examples of the four main types of clausal boundaries."

And "how to end a sentence and start on a new topic."

Personification

On-Line
11 May 2020 – Original
14 May 2020 - Rebroadcast

Rawlings, C.

Participants will be immersed into the world of full language access using American Sign Language. This will be an opportunity for participants to learn how to use their body as various objects (ball, plants, etc.) During this workshop, Christopher will describe the rules involved on how to use classifiers and how to transform your body into an object through movement and facial expressions. This in return will give participants more variety in their interpretation out in the community. There will be group discussion, as well as activities throughout the presentation.

Competencies:

Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman I I: Location relationship using ASL classifer system

Session Evaluation:

1. The session was well prepared for and organized:	4.43
2. The session built an understanding of concepts and principles:	4.71
3. The session had clearly stated objectives:	4.33
4. The AV materials were supportive of the subject matter:	4.43
5. My trainer communicated a clear understanding of course content:	4.76
6. My trainer(s) helped me apply theory to solve problems:	4.67
7. The instructional level of this session met my expectations	4.43
8. The trainer addressed my needs to my satisfaction	4.38
9. I will incorporate the skills gained from this session into my work:	4.67
10. This session will contribute to my professional growth:	4.76
11. This session will motivate me to seek further continuing education:	4.81
12. This session was outstanding:	4.33

Select Session Comments:

"The best thing that I liked was having Christopher show me ways to use space to indicate a basketball: sitting on the floor, bouncing on the floor, being passed from person to person, being thrown high into the air, etc. I've never had a workshop on anything like this, and I felt quite awkward at first until he started showing me how to use my body, face, and mouth to indicate action and emotion."

I" loved the second half when we were able to participate! Made me feel we were actually in the classroom and not on a Zoom call. THIS training was the closest I felt to it being like the old webinars in person. I love "hands up" practice!"

Location Relationship Using the ASL Classifier System – Part I
On-Line
18 May 2020 – Original
27 May 2020 - Rebroadcast
Smith, W.

There is a commonly held view that classifiers can be categorized into 8 or more types (e.g., semantic, element, body part). My own research led me to create a workshop called "Classifiers/Depicting Verbs Reduced to Three." As my research continued, I now see that those three - entity, tool, and tracing - can be further reduced to just a single type: entity classifiers. The major difference is to separate out movement from handshape. In this webinar I will introduce the entity classifier and introduce the movement types of central focus: static, or no movement type, BE-AT, prior-now, and arc movement types. The focus on these components will be further applied to prepositions and locations in space as the EIPA considers fluent use of these classifiers in space as a critical aspect in the educational interpreters' skill set.

Competencies:

Roman I I: Location relationship using ASL classifer system

Session Evaluation:

1. The session was well prepared for and organized: 4.82
2. The session built an understanding of concepts and principles: 4.59
3. The session had clearly stated objectives: 4.65
4. The AV materials were supportive of the subject matter: 4.65
5. My trainer communicated a clear understanding of course content: 4.76
6. My trainer(s) helped me apply theory to solve problems: 4.29
7. The instructional level of this session met my expectations   4.47
8. The trainer addressed my needs to my satisfaction   4.29
9. I will incorporate the skills gained from this session into my work: 4.65
10. This session will contribute to my professional growth: 4.59
11. This session will motivate me to seek further continuing education: 4.47
12. This session was outstanding: 4.41

Select Session Comments:

"Definitely needed the "lecture" before the quiz. Quiz was very helpful to challenge me to recognize the variations in a flow compared to simply knowing the components exist."

"The beginning when the presenter discussed the toy and how to set it up with classifiers by dissecting the parts of a whole."

Location Relationship Using the ASL Classifier System – Part II
On-Line
26 May 2020 – Original
28 May 2020 - Rebroadcast
Smith, W.

There is a commonly held view that classifiers can be categorized into 8 or more types (e.g., semantic, element, body part). My own research led me to create a workshop called "Classifiers/Depicting Verbs Reduced to Three." As my research continued, I now see that those three - entity, tool, and tracing - can be further reduced to just a single type: entity classifiers. The major difference is to separate out movement from handshape. In this webinar I will introduce the

entity classifier and introduce the movement types of central focus: static, or no movement type, BE-AT, prior-now, and arc movement types. The focus on these components will be further applied to prepositions and locations in space as the EIPA considers fluent use of these classifiers in space as a critical aspect in the educational interpreters' skill set.

In this webinar the movement types so far discovered for classifiers in American Sign Language. The discussion will center around how these classifiers and their movements communicate spatial relationships and how objects are orientated in space. The movement types to be discussed are: Objective, Perceived, Scanning/Transferred, and internal movement.

Participants may choose to attend both webinars or only one as each webinar is self-contained.

Competencies:
Roman I L: Location relationship using ASL classifer system

Session Evaluation:
1. The session was well prepared for and organized: 5.00
2. The session built an understanding of concepts and principles: 5.00
3. The session had clearly stated objectives: 5.00
4. The AV materials were supportive of the subject matter: 4.90
5. My trainer communicated a clear understanding of course content: 5.00
6. My trainer(s) helped me apply theory to solve problems: 4.95
7. The instructional level of this session met my expectations   4.95
8. The trainer addressed my needs to my satisfaction   4.80
9. I will incorporate the skills gained from this session into my work: 4.95
10. This session will contribute to my professional growth: 4.95
11. This session will motivate me to seek further continuing education: 5.00
12. This session was outstanding: 5.00

Select Session Comments:

Reviewing the types of Classifiers/Depiction before we took the quiz and after we took the quiz. This helped me a lot.

I found most interesting "how to use the different classifiers."

Due to the COVID-19 outbreak, the SCEIC was unable to host a traditional immersion week. In lieu of this, the SCEIC hosted three-hour daily online webinars from 20-24 July 2020. Green Tier immersion week Zoom sessions were offered from 09:00-12:00 while Blue Tier immersion week Zoom sessions were offered from 1:00-4:00.

TIER II: Green Summer Education Session

Solar System & Astronomy – Part I
On-Line
20 July 2020
Rawlings, C.

Provide foundational knowledge of science, history, and social studies so that interpreters can provide a visually equivalent interpretation. Interpretation skills incorporate the use of space, fingerspelling, classifiers, and ASL syntax to make the context visually accessible for Deaf/Hard of Hearing students in classroom settings.

Participants will

- Identify and assess rules regarding personification, classifiers, body movements, and non-manual markers when employing academic vocabulary

- Recognize and describe what vocabulary can be used in daily work settings, both for the community and educational interpreters
- Demonstrate and integrate learned skills into their daily work with ease, allowing for a variety of interpretation options

Competencies:
    Roman I E. Sentence types and clausal boundaries indicated
    Roman I F: Production and use of non-manual adverbial/adjectival markers
    Roman I I: Location relationship using ASL classifer system
    Roman II B: Fingerspelling and numbers
    Roman II C: Register
    Roman II D: Non-manual behaviors
    Roman III D: Vocabulary consistent with sign system
    Roman III E: Key vocabulary represented
    Roman III F: Production of fingerspelling
    Roman III H: Appropriate use of fingerspelling

Session Evaluations:

1. This session was well prepared for and organized: 4.79
2. The session built an understanding of concepts and principles: 4.93
3. The session had clearly stated objectives: 4.79
4. The AV materials were supportive of the subject matter: 4.71
5. My trainer communicated a clear understanding of course content: 4.79
6. My trainer(s) helped me apply theory to solve problems: 4.86
7. The instructional level of this session met my expectations: 4.93
8. The trainer addressed my needs to my satisfaction: 4.79
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to see further continuing education: 5.00
12. This session was outstanding: 4.79

Select Session Comments:

Most interesting was "diving more into the spatial relation between planets and other science terms for future use."

I particularly enjoyed "the fact that it was curriculum content specific. I think we need workshops that cover both - curriculum that we would sign in the classroom, AND interpreting skills."

Solar System & Astronomy – Part II
On-Line
21 July 2020
Rawlings, C.

Continue foundational knowledge of science, history, and social studies so that interpreters can provide a visually equivalent

interpretation. Interpretation skills incorporate the use of space, fingerspelling, classifiers, and ASL syntax to make the context visually accessible for Deaf/Hard of Hearing students in classroom settings.

Participants will

- Identify and assess rules regarding personification, classifiers, body movements, and non-manual markers when employing academic vocabulary
- Recognize and describe what vocabulary can be used in daily work settings, both for the community and educational interpreters
- Demonstrate and integrate learned skills into their daily work with ease, allowing for a variety of interpretation options
-

Competencies:
Roman I E. Sentence types and clausal boundaries indicated
Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman I I: Location relationship using ASL classifer system

Roman II B: Fingerspelling and numbers

Roman II C: Register

Roman II D: Non-manual behaviors

Roman III D: Vocabulary consistent with sign system

Roman III E: Key vocabulary represented

Roman III F: Production of fingerspelling

Roman III H: Appropriate use of fingerspelling

Session Evaluations:

1. This session was well prepared for and organized: 4.94
2. The session built an understanding of concepts and principles: 4.88
3. The session had clearly stated objectives: 4.81
4. The AV materials were supportive of the subject matter: 4.69
5. My trainer communicated a clear understanding of course content: 4.94
6. My trainer(s) helped me apply theory to solve problems: 4.69
7. The instructional level of this session met my expectations: 4.75
8. The trainer addressed my needs to my satisfaction: 4.75
9. I will incorporate the skills gained from this session into my work: 4.81
10. This session will contribute to my professional growth: 4.88
11. This session will motivate me to see further continuing education: 4.75
12. This session was outstanding: 4.81

Select Session Comments:

   "This presenter is amazing! Very well thought out workshop with a good equal amount of lecture and presentation, video, and vocab, with just enough group work."

   I liked "using group discussion to further expand our understanding of different signs and the comparisons from other countries."

Science Life Cycles- Part I
On-Line
22 July 2020
Rawlings, C.

Tapping into foundational knowledge of math, science, and social studies so that interpreters can provide a visually equivalent interpretation. Interpretation skills incorporate the use of space, fingerspelling, classifiers, and ASL syntax to make the context visually accessible for Deaf/Hard of Hearing students in classroom settings.

Participants will

- Identify and assess rules regarding personification, classifiers, body movements, and non-manual markers when employing academic vocabulary
- Recognize and describe what vocabulary can be used in daily work settings, both for the community and educational interpreters
- Demonstrate and integrate learned skills into their daily work with ease, allowing for a variety of interpretation options

Competencies:
Roman I E. Sentence types and clausal boundaries indicated
Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman I I: Location relationship using ASL classifer system
Roman II B: Fingerspelling and numbers
Roman II C: Register
Roman II D: Non-manual behaviors
Roman III D: Vocabulary consistent with sign system
Roman III E: Key vocabulary represented
Roman III F: Production of fingerspelling
Roman III H: Appropriate use of fingerspelling

Session Evaluations:

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

3. The session had clearly stated objectives: 4.81
4. The AV materials were supportive of the subject matter: 4.94
5. My trainer communicated a clear understanding of course content: 4.94
6. My trainer(s) helped me apply theory to solve problems: 4.94
7. The instructional level of this session met my expectations: 4.94
8. The trainer addressed my needs to my satisfaction: 4.94
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to see further continuing education: 5.00
12. This session was outstanding: 4.88

Select Session Comments:

"I like that we got to practice the skill we learned."

"Working on using classifiers. He did a wonderful job demonstrating and then helping us see how to more clearly show what we were trying to show. I enjoyed working with groups and the presenter and receiving feedback."

Science Life Cycles- Part II
On-Line
23 July 2020
Rawlings, C.

Continuing focus on math, science, and social studies so that interpreters can provide a visually equivalent interpretation. Interpretation skills incorporate the use of space, fingerspelling, classifiers, and ASL syntax to make the context visually accessible for Deaf/Hard of Hearing students in classroom settings.

Participants will

- Identify and assess rules regarding personification, classifiers, body movements, and non-manual markers when employing academic vocabulary
- Recognize and describe what vocabulary can be used in daily work settings, both for the community and educational interpreters
- Demonstrate and integrate learned skills into their daily work with ease, allowing for a variety of interpretation options

Competencies:
Roman I E. Sentence types and clausal boundaries indicated
Roman I F: Production and use of non-manual adverbial/adjectival markers
Roman I I: Location relationship using ASL classifer system
Roman II B: Fingerspelling and numbers
Roman II C: Register
Roman II D: Non-manual behaviors
Roman III D: Vocabulary consistent with sign system
Roman III E: Key vocabulary represented
Roman III F: Production of fingerspelling
Roman III H: Appropriate use of fingerspelling

Session Evaluations:

1. This session was well prepared for and organized: 4.88
2. The session built an understanding of concepts and principles: 4.75
3. The session had clearly stated objectives: 4.81
4. The AV materials were supportive of the subject matter: 4.88
5. My trainer communicated a clear understanding of course content: 4.94
6. My trainer(s) helped me apply theory to solve problems: 4.88
7. The instructional level of this session met my expectations: 4.88
8. The trainer addressed my needs to my satisfaction: 4.94
9. I will incorporate the skills gained from this session into my work: 5.00
10. This session will contribute to my professional growth: 5.00
11. This session will motivate me to see further continuing education: 5.00
12. This session was outstanding: 4.88

Select Session Comments:

"The feedback and examples from Mr. Rawlings was most valuable."

Academic Vocabulary for Social Studies
On-Line
24 July 2020
Rawlings, C.

Using foundational knowledge of history and social studies so that interpreters can provide a visually equivalent interpretation. Interpretation skills incorporate the use of space, fingerspelling, classifiers, and ASL syntax to make the context visually accessible for Deaf/Hard of Hearing students in classroom settings.

Participants will

- Identify and assess rules regarding personification, classifiers, body movements, and non-manual markers when employing academic vocabulary
- Recognize and describe what vocabulary can be used in daily work settings, both for the community and educational interpreters
- Demonstrate and integrate learned skills into their daily work with ease, allowing for a variety of interpretation options

Competencies:

Roman I E. Sentence types and clausal boundaries indicated

Roman I F: Production and use of non-manual adverbial/adjectival markers

Roman I I: Location relationship using ASL classifer system

Roman II B: Fingerspelling and numbers

Roman II C: Register

Roman II D: Non-manual behaviors

Roman III D: Vocabulary consistent with sign system

Roman III E: Key vocabulary represented

Roman III F: Production of fingerspelling

Roman III H: Appropriate use of fingerspelling

Session Evaluations:

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

12. This session was outstanding: 4.85

Select Session Comments:

"This presenter was top notch! Approachable, knowledgeable, encouraging, awesome teacher and had great relatable stories. This was a GREAT experience all around! The academic vocab learned - I will use ALL of it!
The receptive skills practice - priceless! So what is not natural eventually becomes entrenched and more automatic!"

TIER III: Blue Summer Education Sessions

You Be The Linguist – Part I
On-Line
20 July 2020
Cates, D.

Interpreters, particularly in education settings, struggle with a lack of standardized academic vocabulary. The secret to effective interpretation in these settings is not knowing more ASL signs, but in understanding how concepts are conveyed in ASL as opposed to English. In this workshop, Dr. Cates will guide participants through a series of exercises designed to help them learn how to convey any concept in ASL. This workshop is highly interactive.

Competencies:

Roman	I A.	Emphasize important words, phrases, affect, emotions
Roman	I C.	Register
Roman	I D.	Non-manual behaviors and ASL morphology
Roman	I G.	Sentence types
Roman	I H.	Comparison and contrast
Roman	IV B.	Developed a sense of the whole message V-S

Session Evaluations:

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

Select Session Comments:

"The part that I liked best was the breakout sessions that allowed me to work with other interpreters, such as categorizing how signs for words are formed, and creating our own sign for a complex object."

"Discussion of the progression of word and sign meaning over time."

You Be The Linguist – Part II
On-Line
21 July 2020
Cates, D.

Interpreters, particularly in education settings, struggle with a lack of standardized academic vocabulary. The secret to effective interpretation in these settings is not knowing more ASL signs, but in understanding how concepts are conveyed in ASL as opposed to English. In this workshop, Dr. Cates will guide participants through a series of exercises designed to help them learn how to convey any concept in ASL. This workshop is highly interactive.

Competencies:

Roman	I A.	Emphasize important words, phrases, affect, emotions
Roman	I C.	Register
Roman	I D.	Non-manual behaviors and ASL morphology
Roman	I G.	Sentence types
Roman	I H.	Comparison and contrast
Roman	IV B.	Developed a sense of the whole message V-S

Session Evaluations:

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

Select Session Comments:

"Dr. Cates emphasized putting a spoken language into a visual language. That we are not explaining English words. Instead we are showing the concepts of the English words. We are not adding or subtracting from the spoken word, so we should not feel guilty for 'changing' the words."

"It is helpful to have a frame to build the picture now. Before I was uncertain how to structure a novel concept; I feel more comfortable setting up my sign space now."

Interpreting During Language Arts Time – Part I
On-Line

Dr. Seuss. Say it and interpreters cringe. Language arts material is notoriously difficult to interpret…but it doesn't have to be. Language arts lessons, like any other lessons, are driven by specific goals. Awareness of those goals coupled with an understanding of the linguistic needs of the client will enable interpreters to make sound decisions while interpreting language arts materials. In this workshop, interpreters will learn about the process of learning to read at different levels of text. They will learn strategies for interpreting texts based on both instructor goals and client language needs and will have an opportunity to practice applying these strategies.

Competencies:

Roman I A.   Emphasize important words, phrases, affect, emotions
Roman I B.   Affect and emotions
Roman I C.   Register
Roman I E.   Sentence and clausal boundaries indicated
Roman I F.   Non-manual markers
Roman I G: Verb directionality/pronominalization
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

Session Evaluations:

1. This session was well prepared for and organized: 5.0
2. The session built an understanding of concepts and principles: 5.0
3. The session had clearly stated objectives: 5.0
4. The AV materials were supportive of the subject matter: 4.6
5. My trainer communicated a clear understanding of course content: 5.0
6. My trainer(s) helped me apply theory to solve problems: 4.8

7. The instructional level of this session met my expectations: 4.6
8. The trainer addressed my needs to my satisfaction: 4.6
9. I will incorporate the skills gained from this session into my work: 4.6
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: 5.0

Select Session Comments:

> I found great value in "listening to a teacher's discourse on a video and discussing how to interpret the discourse differently dependent on whether my Deaf/HH student is more "hearing" or more "visual." Discussing educational "equality" was helpful based on the needs of the individual student."

Interpreting During Language Arts Time – Part II
On-Line
23 July 2020
Cates, D.

Dr. Seuss. Say it and interpreters cringe. Language arts material is notoriously difficult to interpret…but it doesn't have to be. Language arts lessons, like any other lessons, are driven by specific goals. Awareness of those goals coupled with an understanding of the linguistic needs of the client will enable interpreters to make sound decisions while interpreting language arts materials. In this workshop, interpreters will learn about the process of learning to read at different levels of text. They will learn strategies for interpreting texts based on both instructor goals and client language needs and will have an opportunity to practice applying these strategies.

Competencies:
Roman I A.   Emphasize important words, phrases, affect, emotions
Roman I B.   Affect and emotions
Roman I C.   Register

Roman I E.   Sentence and clausal boundaries indicated

Roman I F.   Non-manual markers

Roman I G: Verb directionality/pronominalization

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

Session Evaluations:

1.	This session was well prepared for and organized:	5.0
2.	The session built an understanding of concepts and principles:	5.0
3.	The session had clearly stated objectives:	5.0
4.	The AV materials were supportive of the subject matter:	4.6
5.	My trainer communicated a clear understanding of course content:	5.0
6.	My trainer(s) helped me apply theory to solve problems:	5.0
7.	The instructional level of this session met my expectations:	4.8
8.	The trainer addressed my needs to my satisfaction:	4.8
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:	4.8

Interpreting During Language Arts Time – Part III

On-Line

24 July 2020

Cates, D.

Dr. Seuss. Say it and interpreters cringe. Language arts material is notoriously difficult to interpret…but it doesn't have to be. Language arts lessons, like any other lessons, are driven by specific goals. Awareness of those goals coupled with an understanding of the linguistic needs of the client will enable interpreters to make sound decisions while interpreting language arts materials. In this workshop, interpreters will learn about the process of learning

to read at different levels of text. They will learn strategies for interpreting texts based on both instructor goals and client language needs and will have an opportunity to practice applying these strategies.

Competencies:

Roman I A.	Emphasize important words, phrases, affect, emotions
Roman I B.	Affect and emotions
Roman I C.	Register
Roman I E.	Sentence and clausal boundaries indicated
Roman I F.	Non-manual markers
Roman I G:	Verb directionality/pronominalization
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

Session Evaluations:

1. This session was well prepared for and organized:	5.0
2. The session built an understanding of concepts and principles:	5.0
3. The session had clearly stated objectives:	5.0
4. The AV materials were supportive of the subject matter:	5.0
5. My trainer communicated a clear understanding of course content:	5.0
6. My trainer(s) helped me apply theory to solve problems:	4.8
7. The instructional level of this session met my expectations:	4.8
8. The trainer addressed my needs to my satisfaction:	4.8
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:	4.8

Select Session Comments:

"The most valuable portion was the break-down of what we are actually doing when we read / comprehend read material. In Reading vs Comprehending, we discussed what aspects of that the Deaf/HH student is missing and why."

What resonated was 'language deprivation's impact on reading and comprehension of printed English."

PRESENTER BIOGRAPHIES

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).

Fitzmaurice, Stephen, Ph.D., CI, CT, NIC: A, NAD V, Ed: K12 is an Associate Professor of Interpreting: American Sign Language (ASL), and lead faculty for the ASL-English

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

Grabher, Gina *is an* EIPA Evaluator, for Boystown National Research Hospital – EIPA Center

Koubsky, Bethany, CI, CT, *is the* EIPA Program Coordinator for Boystown National Research Hospital – EIPA Center

Rawlings, Christopher, is originally from Michigan, and attended the Wisconsin School for the Deaf, RIT and is a graduate from the University of Wisconsin-Milwaukee with

a Bachelor's degree in ASL studies. Christopher is currently working at the Wisconsin Educational Services Program for the Deaf and Hard of Hearing Outreach as a Sign Communication Specialist. Christopher is an active participant within the Deaf community in Wisconsin, as well as throughout different countries through his vlog titled "LISTEN." The vlog is to help anyone advocate for their human rights. He also performs stand-up comedy, skits, and improvisation throughout the community. Christopher's main goal is to make people laugh and feel good about themselves. During Christopher's spare time he loves spending time with his wife, 2 daughters and a son.

Spainhour, Zoah (Susie), M.Ed, NIC 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, Sabrina, Ed.D., NIC Master, CI, CT, Ed:K12, has been involved in the interpreting field for over 20 years. She is Nationally certified through RID: CI and CT, as well as NIC Master and Ed:K-12. She works as an educational interpreter and has been interpreting in the school system for over 17 years in elementary, middle and high school settings. She also works as a video relay interpreter with Sorenson Communications where she has been employed over 11 years. She enjoys encouraging interpreters of all levels and mentoring people across the United States. She works as a freelance interpreter, an instructor at local community colleges, and as a performing arts interpreter for theatre's and concert venues in her area. She served as the Region II delegate for IEIS (Interpreters in Educational and Instructional Settings) from 2015-17. She has presented various workshops across the country, and also presented abroad in Peru helping to empower the Deaf community to seek interpreters for their children in mainstreamed schools as well as teaching interpreters how to improve their expressive skills.

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 SCEIC event is detailed

in Table 12.

2019-2020 Education Session Attendance

Date	On-Site Sessions (hours)	Tier	Attendance
27-28 September 2019	From Theater to the Classroom (10)	Green	9
	Cohesive Devices & Discourse Mapping (10)	Blue	10
01 November 2019	Bowtie Your Key Vocabulary (3)	ALL	10
02 November 2019	Boystown: Mouth Morphemes (3)	ALL	9
22-23 November 2019	Personification & Use of Classifiers (10)	Green	12
	Affect & Emotions (10)	Blue	7
13-14 December 2019	EIPA Written Test Preparation (10)	ALL	2
24-25 January 2020	Slide to the Right… Role Shifting (10)	Green	16
	Advanced ASL to English (10)	Blue	7
Date	On-Line Sessions (hours)	Tier	Attendance

Date	Session	Group	Attendance
06 April 2020	Navigating Technology & E-learning (2)	ALL	32
09 April 2020	Navigating Technology & E-learning*(2)	ALL	18
13 April 2020	Following Principles of Discourse Mapping (2)	ALL	19
16 April 2020	Following Principles of Discourse Mapping* (2)	ALL	21
20 April 2020	Conveying Affect & Emotion (2)	ALL	34
23 April 2020	Conveying Affect & Emotion* (2)	ALL	16
27 April 2020	Conveying Key Vocabulary (2)	ALL	29
30 April 2020	Conveying Key Vocabulary*(2)	ALL	16
04 May 2020	Sentence & Clausal Boundaries (2)	ALL	29
07 May 2020	Sentence & Clausal Boundaries* (2)	ALL	20
11 May 2020	Personification (2)	ALL	24
14 May 2020	Personification* (2)	ALL	15
18 May 2020	Location Relationship using Classifiers I (2)	ALL	20
26 May 2020	Location Relationship using Classifiers II (2)	ALL	24
27 May 2020	Location Relationship using Classifiers I* (2)	ALL	13
28 May 2020	Location Relationship using Classifiers II* (2)	ALL	9
20 July 2020	EII: Solar System Part I (6)	Green	17
	EII: You Be the Linguist I (6)	Blue	9
21 July 2020	EII: Solar System Part II (6)	Green	17
	EII: You Be the Linguist Part II (6)	Blue	6
22 July 2020	EII: Science Life Cycles (6)	Green	18
	EII: Interpreting During Language Arts I (6)	Blue	7
23 July 2020	EII: Academic Vocabulary I (6)	Green	17
	EII: Interpreting During Language Arts II (6)	Blue	7
24 July 2020	EII Academic Vocabulary II (6)	Green	15
	EII: Interpreting During Language Arts III (6)	Blue	7
TOTAL	(168 hours)		541

*rebroadcast recording

Table 12. Education Sessions Attendance

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 2019-2020 academie year that addressed each specific competency.

EIPA Competencies State Mean and Education Sessions Addressing the Competency

DOMAIN		COMPETENCY	STATE MEAN	COMPETENCY
ROMAN I	A	Stress Important Words	3.2	*//// ///*
	B	Affect/Emotions	3.3	*//// ////*
	C	Register	3.0	*//// ///*
	D	Sentence Boundaries	3.9	*////*
	E	Boundaries Indicated	3.3	*//// //// /*
	F	Non-Manual Markers	2.6	*//// //// //*
	G	Verb Directional/Pronominal	3.4	*//// /*
	H	Comparison/Contrast	2.9	*////*
	I	Classifiers	2.8	*//// //// /*
	J	Grammar	3.0	
	K	Eng. Morphological Marking	n/a	
	L	Mouthing	4.9	
ROMAN II	A	Signs	3.3	*/*
	B	Fingerspelling/Numbers	2.6	*//// /*
	C	Register	2.8	*//// /*
	D	Non-Manual Behaviors	2.5	*//// ////*
	E	Rate, Rhythm, Fluency	3.4	*/*
	F	Sentence/clause Boundaries	3.0	*//*
	G	Sentence Types	2.9	*///*
	H	Emphasize Important Words	2.8	*////*
	I	English Word Selection	3.0	*///*
	J	No Extraneous Sounds	2.9	*/*
ROMAN III	A	Amt Sign Vocab	4.9	
	B	Signs Made Correctly	4.6	

	C	Fluency	4.6	
	D	Vocab with System	4.6	*HHH*
	E	Key Vocab Represented	3.1	*HHH /*
	F	F/S Production	4.4	*HHH /*
	G	Spelled Correctly	4.6	*/*
	H	App Use of Fingerspelling	2.9	*HHH /*
	I	Numbers	5.0	
ROMAN IV	A	Eye Contact	3.4	*HHH /*
	B	Whole V-S	3.1	*HHH*
	C	Whole S-V	2.8	
	D	Decalage V-S	2.9	
	E	Decalage S-V	2.7	
	F	Principles of Discourse Mapping	1.9	*///*
	G	Who Speaking	3.1	*/*

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 2019-2020 year that addressed each specific competency.

DOMAIN	STATE MEAN	CHANGE	ADDRESSING COMPETENCY
Child Cognitive/Language Development	85%	2%	/
Culture	88%	2%	/
Education	87%	1%	/
English	76%	1%	/
Interpreting	84%	4%	/
Linguistics	80%	4%	/
Literacy	83%	0%	/
Guidelines for Professional Conduct	85%	2%	/
Technology	83%	(1%)	/

Table 14 EIPA: WT Education Sessions Addressing the State Mean

There was a significant gain relative to the overall passing rate on the EIPA: WT

for full-time Educational Interpreters (90%) in South Carolina.

MENTORING

The SCEIC provided mentoring services for Tier II: Green educational interpreters using both Zoom and GoReact platforms for both Tier II: Green and Tier III: Blue educational interpreters. In all **50 educational interpreters received 8,520 minutes (142 hours) of mentoring services**. Mentoring addressed: engaging in guided self-assessments and designing a tailored professional development plan (and addressing specific discrete competencies.

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 several districts throughout the state** particularly in light of districts moving to distance learning as a result of COVID-19. Most technical assistance focused on the following key areas:

- Addressing technology and distance learning with Deaf students
- 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

In addition, in response to the COVID-19 shutdowns, using Zoom technology, the SCEIC made available six hours of tutoring twice a week (Wednesdays and Friday) from 22 April – 20 May 2020 for Deaf students in South Carolina. **In all the SCEIC made available 60 hours of free tutoring for Deaf students impacted by school closures.**

SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and students who are Deaf. Clemson University with the South Carolina Department of Education have completed a final 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. While great progress has been made, the SCEIC is eagerly preparing for the possibility of continued funding for 2020-2025. A final project report for Years 1-4 will follow under a different cover to evidence the outcome progress that the SCEIC project has had, it is still believed these outputs will lead toward improved outcomes for students who are Deaf in South Carolina.

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