



*South Carolina*

**EDUCATIONAL INTERPRETING CENTER**

# Annual Report

(Y2 2022-2023)

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# PROGRAM OVERVIEW & HIGHLIGHTS

Clemson University and its partner at the South Carolina State Department of Education manage the South Carolina Educational Interpreting Center (SCEIC) at the University Center in Greenville, South Carolina. The SCEIC provides national performance and knowledge assessments, mentoring and educational opportunities for South Carolina Educational Interpreters. This annual report details the SCEIC outputs and outcomes for Educational Interpreters in the state for the 2022-2023 funding year (Year 2). The work of the SCEIC noted the following 2022-2023 highlights among Educational Interpreters across the state:

- **93 active full-time Educational Interpreter SCEIC participants**
  - 118 census projection of full-time Educational Interpreters
- **24 EIPA interpreting exams administered** in 2022-2023
  - Awaiting 8 sets of EIPA results
  - 78% of SCEIC participants have taken an EIPA examination
- **Statewide mean on the EIPA: 3.4**
- **86% pass rate** for Educational Interpreters who took the **EIPA: Written Test (WT)** in 2022-2023
  - Six EIPA: WT examinations proctored in 2022-2023
  - 45% of Educational Interpreter participants have passed the EIPA: WT
- **31 Educational Interpreter attendees at education sessions**
  - Provided 12 professional education events (96 hours of professional development)
- **65 hours of direct mentoring services** provided to 17 different Educational Interpreters
  - **108 participants in Community of Practice symposia** (some Educational Interpreters participated in multiple symposia)
- **Provided technical assistance** to the OSES and various school districts throughout South Carolina
  - Published three White Papers

# EDUCATIONAL INTERPRETER CENSUS

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

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

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

Profiles of performance expectations for Educational Interpreters functioning at various levels can be found in Appendix A. An examination of these profiles confirms that an Educational Interpreter with a skill profile around 3.0 or 3.5 is still not providing complete access to the information being conveyed. In fact, Cates and Delkamil (2021) find Deaf students are unable to provide evidence of any learning with an Educational Interpreter at an EIPA 3.0 level. Schick & Williams (2004) report that such interpreters are making numerous errors, omissions, and distortions in their interpretation. Typically, these errors occur throughout the interpretation; the interpreter does not simply represent the most important information, omitting only what is less important. Basically, a child who has an interpreter functioning at this level is not receiving the same information as his or her hearing peers (Schick & Williams, 2004, p. 192). Currently, eight of the 33 states (24%) have an EIPA 3.0 as the minimum competency standard (Johnson, Brown, Taylor & Austin, 2014)- this negates a Deaf child receiving a Free Appropriate Public Education (FAPE) if they are unable to access the curriculum due to persistently poor interpreting (Cates & Delkamil, 2021). 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. SCEIC census data from 2017-2020 on Educational Interpreters, identified 116 full-time Educational Interpreters. In 2023, the SCEIC was able to identify 93 full-time Educational Interpreter participants. By Region, the 2023 Educational Interpreter population is as follows:

	2016 Census	2017 SCEIC	2018 SCEIC	2019 SCEIC	2020 SCEIC	2023 SCEIC
Upstate	43	22	23	25	33	36
Midlands	25	19	20	20	25	20
Coastal	48	45	45	50	58	37
<b>Total</b>	<b>116</b>	<b>86</b>	<b>88</b>	<b>95</b>	<b>116</b>	<b>93</b>

Table 1. Number of full-time South Carolina Educational Interpreters by region

With the COVID-19 pandemic, and gap in project funding and services, the census numbers of full-time Educational Interpreters have shifted slightly. *It bears reminding,*



however, the SCEIC registration et cetera is completely voluntary – thus the census may not report all full-time Educational Interpreters in South Carolina.

Based-on the current number of registered Educational Interpreters, the SCEIC reports there were 93 full-time Educational Interpreters working in South Carolina school districts in the 2022-2023 academic year. The following school districts report employing Educational Interpreters: Aiken, Anderson 1, Anderson 5, Beaufort, Berkeley, Charleston, Darlington, Dorchester 2, Georgetown, Greenville, Horry, Kershaw, Lexington 1, Lexington 5, Oconee, Pickens, Richland 1, Spartanburg 2, Spartanburg 6, Sumter, York 1, York 2, York 3, and York 4 (See Figure 1).

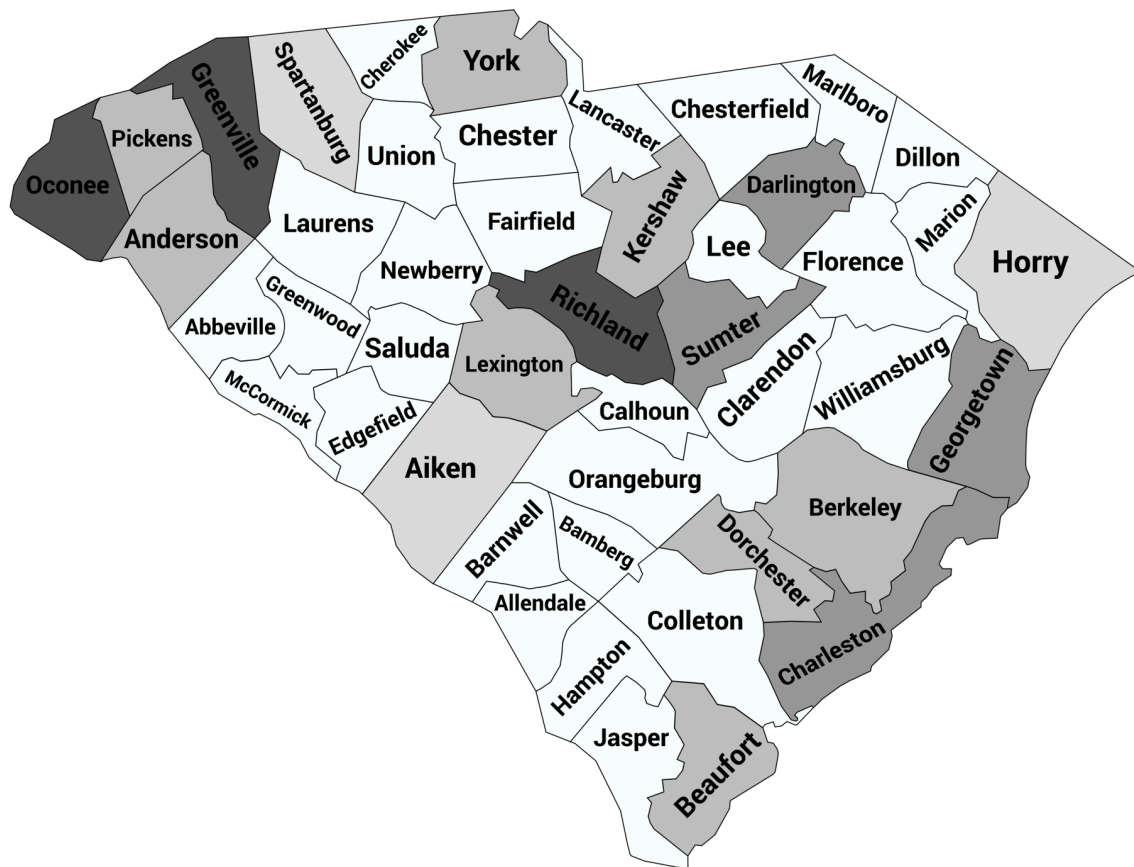


Figure 1. South Carolina school districts employing Educational Interpreters

In March 2023, the SCEIC staff conducted a targeted direct outreach to ten Special Education Directors to determine the number of full-time Educational Interpreters employed in their respective school districts.

Using the data from all full-time Educational Interpreters, 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 3.0 are assigned to Orange Tier I. Educational Interpreters earning between 3.0-3.4 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 are able to attend Blue school year workshops in an effort to maintain their interpreting competencies. Figure 2 summarizes the services for each performance tier.

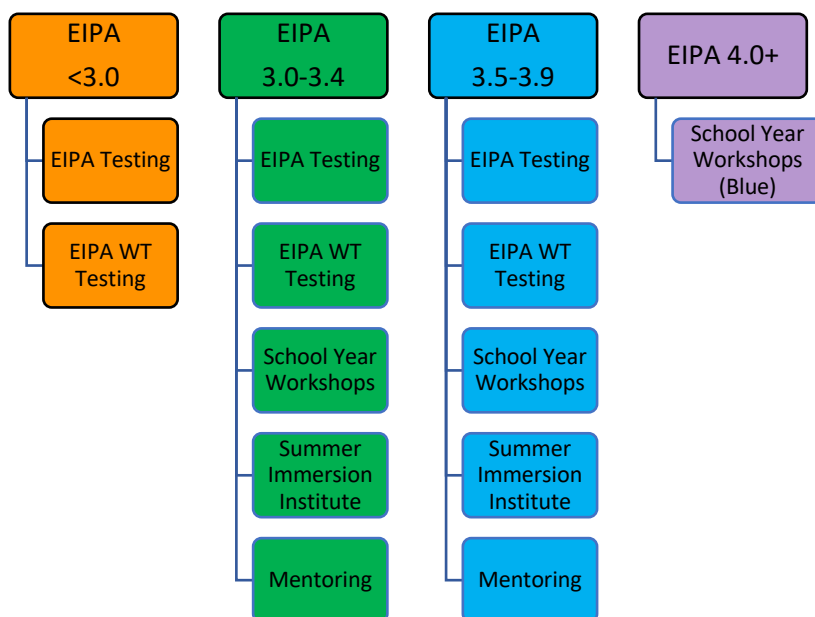


Figure 2. Tier Services

# EDUCATIONAL INTERPRETER ASSESSMENTS

## EIPA PERFORMANCE ASSESSMENT

The SCEIC found 93 Educational Interpreter participants serving Deaf students across South Carolina. Of those, 11 Educational Interpreters earned an EIPA score below 3.0 (12%) and 20 (22%) had not taken any type of assessment at all. SCEIC has noted many school districts continue to advertise positions with no minimum interpreting competencies in their advertisements (or some at a very low requirement. For example: EIPA 2.5). And it appears many districts still continue to hire individuals without requiring them to have any interpreting credential before employment.

To combat the number of Educational Interpreters without assessment scores, we have reached out to individual Special Educational Directors and Educational Interpreters on three occasions throughout the academic year. The SCEIC made available over 75 testing opportunities. Despite testing being of no cost to the district or the Educational Interpreter, these efforts lack any state or district requirement to evidence an individual's ability to work as an Educational Interpreter.

The SCEIC also found 21 (23%) of South Carolina's Educational Interpreters scored between 3.0-3.4 with the EIPA, 27 (29%) had achieved above

an EIPA 3.5 and 14 were considered highly qualified (15%) having achieved and EIPA 4.0+.

These data mirror national data (Johnson, Brown, Taylor & Austin, 2014) reported between 2009-2014, 16% of Educational Interpreters across the country were achieving less than an EIPA 3.0; 42% between EIPA 3.0-3.4, and 40% at or above an EIPA 3.5. Table 2 summarizes these findings and contrasts the SCEIC scores from 2017-2023.

National versus South Carolina EIPA Results of Educational Interpreters							
National		South Carolina					
	2014	2008	2017	2018	2019	2020	2023
No Test			19%	23%	13%	9%	22%
EIPA: <3.0*	16%	61%	20%	20%	12%	8%	13%
EIPA: 3.0-3.4	42%	20%	23%	29%	34%	40%	24%
EIPA: 3.5-3.9	40%	11%	17%	19%	34%	31%	27%
EIPA: 4.0		8%	21%	9%	7%	12%	14%
Population Size	8,680	92	101	116	112	130	93

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

Although the SCEIC opened 75 EIPA testing examination slots, during the 2022-2023 academic year, the SCEIC **administered 24 EIPA** examinations with eight Educational Interpreters awaiting their EIPA results from the EIPA Diagnostic Center. With the results we currently have, **the statewide mean on the EIPA examination is 3.4**. Despite several targeted emails to Special Education Directors and Educational

Interpreters, again, it warrants noting 35% of the full-time Educational Interpreter population has either not tested or scored below an EIPA 3.0. Such individuals are not able to provide a Free and Appropriate Public Education (FAPE) (Cates & Delkammer, 2021). Without these low scores, the statewide mean would be EIPA 3.6. Figure 3 provides a chart of each population cluster by EIPA score.

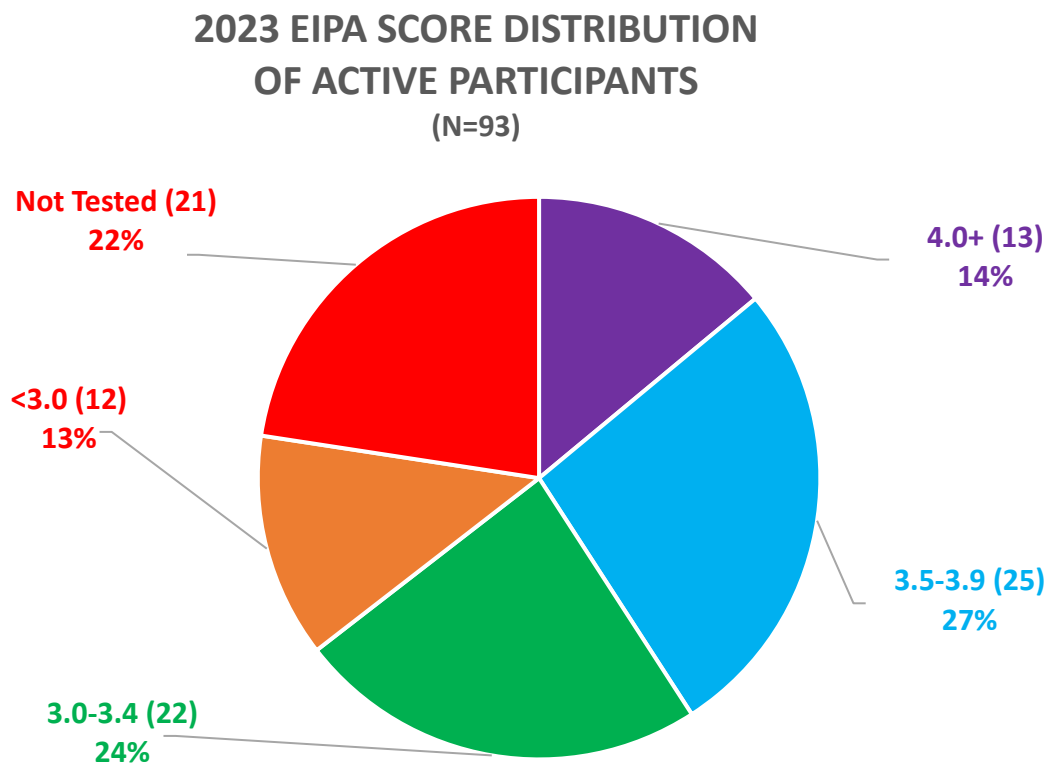


Figure 3. Percentage of Population Assigned to Each Tier

To examine the specific professional development needs of Educational Interpreters, the SCEIC has detailed the mean score for each competency. The EIPA Diagnostic Center reports the skills development of Educational Interpreters generally follows a typical route. The SCEIC note the same factors in these data which also

directly align with the foundational assignment of interpreters into each Tier group.

The Diagnostic Center's notation of skill development is outlined in Table 3 with the earliest developed skills appearing at the top with the later, more refined skills, appearing at the bottom.

EIPA Diagnostic Center Attribution of Skill Development Order by SCEIC Tier

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

Table 3. 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 4 specifies the 2022-2023 statewide score contrasted with the 2020 score in each competency. Roman I assess an interpreter's skills at transferring meaning from English to Sign whereas Roman II assesses an interpreter's skills at transferring meaning from Sign to English. Roman III assesses whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings and Roman IV (the

last series of skills to develop) examines the overall transfer of meaning between languages and the efficacy of the interpretation.

State EIPA Competency Scores			
Domain	Competency	2020 Mean	2023 Mean
ROMAN I	A. Stress Important Words	3.2	3.2
	B. Affect/Emotions	3.3	3.3
	C. Register	2.9	2.9
	D. Sentence Boundaries	3.4	3.5
	E. Boundaries Indicated	3.2	3.3
	F. Non-Manual Markers	2.5	2.6
	G. Verb Directionality/Pronominalization	3.1	3.4
	H. Comparison/Contrast	2.7	3.0
	I. Classifiers	2.4	2.8
	J. Grammar	2.8	3.1
	K. Eng. Morph Marking	n/a	n/a
	L. Mouthing	4.5	4.8
ROMAN I MEAN		3.1	3.3
ROMAN II	A. Signs (Recognition)	3.1	3.3
	B. Fingerspelling/Numbers	2.4	2.7
	C. Register	2.8	2.9
	D. Non-Manual Markers	2.5	2.6
	E. Rate, Rhythm, Fluency	3.0	3.2
	F. Sentence/Clausal Boundaries	2.9	3.0
	G. Sentence Types	2.7	2.9
	H. Emphasize Important Words	2.7	2.8
	I. English Word Selection	2.8	3.1
	J. No Extraneous Sounds	2.7	3.0
ROMAN II MEAN		2.8	3.0
ROMAN III	A. Amount of Sign Vocabulary	4.5	4.9
	B. Signs Made Correctly	4.4	4.6
	C. Fluency	4.9	4.6
	D. Vocabulary Consistent with System	4.2	4.6
	E. Key Vocabulary Represented	3.1	3.2
	F. Fingerspelling Production	4.0	4.5
	G. Spelled Correctly	4.1	4.6
	H. Appropriate Use of Fingerspelling	3.0	2.9
	I. Numbers	4.7	4.9
ROMAN III MEAN		4.1	4.3
ROMAN IV	A. Eye Contact	3.2	3.4

B. Whole English to Sign	2.8	3.0
C. Whole Sign to English	2.6	2.8
D. Decalage English to Sign	2.7	2.8
E. Decalage Sign to English	2.5	2.7
F. Principles of Discourse Mapping	1.8	1.8
G. Indicating Who Speaking	2.8	3.2
ROMAN IV MEAN	2.6	2.8

Table 4. State EIPA Competency Scores

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

### EIPA WRITTEN ASSESSMENTS

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



experts in the field, created the Educational Interpreter Performance Assessment:

Written Test (EIPA: WT).

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

In the 2022-2023 academic year, the SCIEC provided a total of 40 EIPA: WT testing spots and seven EIPA: WT tests were administered. To date, only 55% of full-time Educational Interpreters have passed the EIPA: WT. Table 5 represents the passing percentage of Educational Interpreters taking the EIPA: WT that academic year.

EIPA: WT passing percentage by year

	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
	Pass %	Pass %	Pass %	Pass %	Pass %
<b>TOTAL</b>	76%	55%	81%	75%	86%

Table 5. EIPA: WT Testing by Year

## EDUCATION

The SCEIC hosted 12 professional development opportunities for Educational Interpreters for eight hours each. These education sessions had 30 Educational Interpreter attendees. Learning objectives for the 2022-2023 education sessions were selected based on SCEIC EIPA results from 2019-2020 the last complete dataset.

These objectives also aligned with the national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008). In all, the SCEIC coordinated statewide registration, attendance records, and participant summative assessments for each educational session and provided 96 hours of professional education hours during the 2022-2023 academic year.

### 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 6 identifies that state mean in each performance competency and the number of educational/mentoring sessions in the 2022-2023 academic year that addressed each specific competency.

EIPA Competencies and Education/Mentoring Sessions Addressing the Competency			
DOMAIN	COMPETENCY	STATE MEAN	COMPETENCY
ROMAN I	A Stress Important Words	3.2	//
	B Affect/Emotions	3.3	//
	C Register	2.9	//
	D Sentence Boundaries	3.5	/
	E Boundaries Indicated	3.3	/
	F Non-Manual Markers	2.6	//
	G Verb Directional/Pronominalization	3.4	///
	H Comparison/Contrast	3.0	///
	I Classifiers	2.8	////
	J Grammar	3.1	###/
	K Eng. Morphological Marking	n/a	
	L Mouthing	4.8	
ROMAN II	A Signs	3.3	/
	B Fingerspelling/Numbers	2.7	//
	C Register	2.9	/
	D Non-Manual Behaviors	2.6	//
	E Rate, Rhythm, Fluency	3.2	/
	F Sentence/clause Boundaries	3.0	/
	G Sentence Types	2.9	/
	H Emphasize Important Words	2.8	//
	I English Word Selection	3.1	//
	J No Extraneous Sounds	3.0	/
ROMAN III	A Amt Sign Vocabulary	4.5	
	B Signs Made Correctly	4.4	
	C Fluency	4.9	
	D Vocab with System	4.2	
	E Key Vocab Represented	3.1	/
	F F/S Production	4.0	/
	G Spelled Correctly	4.1	/
	H App Use of Fingerspelling	3.0	/
	I Numbers	4.7	/
ROMAN IV	A Eye Contact	3.2	/
	B Whole V-S	2.8	###/
	C Whole S-V	2.6	////
	D Decalage V-S	2.7	
	E Decalage S-V	2.5	
	F Principles of Discourse Mapping	1.8	###
	G Who Speaking	2.8	//

Table 6. EIPA Competencies & Education/Mentoring Sessions Addressing the Competency

## EDUCATION SESSION ATTENDANCE

The number of Educational Interpreters attending each 2022-2023 SCEIC event is detailed in Table 7.

2022-2023 Education Session Attendance				
Date		Topic	Tier	Attendance
10 September 2022	Greenville	Using Space to Organize a Discourse	Green	0
		Meaningful Parts of Classifiers	Blue	0
08 October 2022	Columbia	Understanding ASL Grammar	Green	3
		Framework for Compare & Contrast	Blue	3
12 November 2022	Charleston	Classifiers & Non-Manual Markers	Green	5
		Non-Manual Markers	Blue	2
28 January 2023	Greenville	Eye Gaze & Visual Attention	Green	1
		Accuracy & Recognition	Blue	4
25 February 2023	Columbia	Stress & Emphasis	Green	2
		Discourse Mapping	Blue	3
25 March 2023	Charleston	Register	Green	4
		Depiction in Discourse	Blue	3
TOTAL		(Offered 96 hours of professional development)		30

Table 7. Education Sessions Attendance

### Green Education Sessions (EIPA 3.0-3.4)

Green Tier II Educational Interpreters have scored between 3.0-3.4 on the EIPA demonstrating they have emergent interpreting skills. Sessions for this population focus on strengthening nascent interpreting skills. At present, the Tier II population comprises 24% Educational Interpreters in the state.

## Using Space to Organize a Discourse

10 September 2022

Greenville, South Carolina

(Session Cancelled – No Registrations)

Cates, D.

As with processing, much of the work of discourse mapping occurs “behind the scenes”. Part of message processing is generating a mental map of the relationships between pieces of information or ideas in the message. In English, the relationships between pieces of information rely on linear structure. In ASL, the relationships between pieces of information rely on spatial structure. This workshop will review a method of the spatial component of discourse mapping that can translate from the paper to a structured interpretation that makes these relationships in the message overt. This workshop is intended to introduce a process that can be practiced independently in order to strengthen the cohesion of an interpreter’s product.

### *Competencies:*

Roman I D: Indicating sentence boundaries

Roman I H: Compare and Contrast

Roman I J: Grammar

Roman IV B: Whole Message (English to Sign)

Roman IV F: Principles of discourse mapping

### *Session Evaluation:*

<del>1. The session was well prepared for and organized:</del>	0.00
<del>2. The session built an understanding of concepts and principles:</del>	0.00
<del>3. The session had clearly stated objectives:</del>	0.00
<del>4. The AV materials were supportive of the subject matter:</del>	0.00

5. My trainer communicated a clear understanding of course content:	0.00
6. My trainer(s) helped me apply theory to solve problems:	0.00
7. The instructional level of this session met my expectations	0.00
8. The trainer addressed my needs to my satisfaction	0.00
9. I will incorporate the skills gained from this session into my work:	0.00
10. This session will contribute to my professional growth:	0.00
11. This session will motivate me to seek further continuing education:	0.00
12. This session was outstanding:	0.00

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## Understanding ASL Grammar

08 October 2022

Columbia, South Carolina

Spainhour, S.

Linguistically register is defined as the way a speaker uses language differently in different circumstances. There are five commonly recognized linguistic registers: Frozen, Formal, Consultative, Casual, and Intimate. In this session, participants will define and explore each of these registers. In educational settings, Formal, Consultative, and Casual register are used most often.

Participants will closely examine these three registers and explore at a discourse level in each register and how it is grammatically structured. Although, ASL syntactic structure is fairly flexible, participants will uncover and apply grammatical rules.

### *Competencies:*

Roman I C: Register

Roman I J: Grammar

### *Session Evaluation:*

1. The session was well prepared for and organized:	4.67
2. The session built an understanding of concepts and principles:	4.50
3. The session had clearly stated objectives:	4.33

4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	4.33
6. My trainer(s) helped me apply theory to solve problems:	4.33
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.33
12. This session was outstanding:	4.33

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### **Look Who's Talking: Classifiers and Non-Manual Markers**

12 November 2022

Charleston, South Carolina

Spainhour, S.

Classifiers and non-manual markers are important features in American Sign Language. Classifiers and depiction are used to represent nouns and their functions and can be used to represent or describe the size and shape of an object. Or even how an object moves or relates to another object. One feature of non-manual markers includes mouth morphemes and are used as an adverb or adjective. Participants will practice using classifiers and depiction coupled with mouth morphemes to add an even deeper meaning. Participants will do more than discuss classifiers and mouth morphemes rather put both features into practice during this session.

#### *Competencies:*

Roman I F: Non-manual markers

Roman I I: Classifiers

Roman IV G: Indicates who is speaking

#### *Session Evaluation:*

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

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

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## **Eye Gaze and Visual Attention in ASL Interpreting**

28 January 2023

Greenville, South Carolina

Cates, D.

Some say the eyes are windows to the soul, but in ASL, the eyes are appendages that point. Sometimes they point to the addressee of a message. Sometimes they point to important information. Sometimes they point to something you need to see. This workshop will review all that the eyes do in ASL, with specific focus on eye gaze while recording signed messages. This workshop will make interpreters aware of where they are looking and why. Participants will practice recording themselves with a variety of stimuli and will analyze those recordings to focus on their eye gaze. Strategies for practicing control of gaze, particularly in testing situations, will be reviewed.

### *Competencies:*

Roman I G: Verb directionality and Pronominalization

Roman I H: Comparison and contrast

Roman I J: Grammar

Roman IV A: Eye contact

Roman IV G: Indicates who is speaking



### *Session Evaluation:*

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

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### **Don't Stress about Stress**

25 February 2023

Columbia, South Carolina

Cates, D.

Research shows that interpreters taking the EIPA need to work on showing stress and emphasis for important words and phrases, particularly in English-to-ASL interpreting work. This workshop will cover the ways in which information is stressed or emphasized in English and ASL, will train interpreters to listen/look for stressed information in source texts, and then to interpret that information in the target. Participants will have an opportunity to identify their individual strengths and weaknesses with identifying and showing stress, and to practice techniques for ensuring that important information is conveyed as such.

### *Competencies:*

- Roman I A: Stress and emphasis
- Roman I B: Affect and emotion
- Roman II H: Emphasize important words
- Roman II I: English word selection

### *Session Evaluation:*

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

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### **Classroom Register 101**

25 March 2023

Charleston, South Carolina

Cates, D.

As a student in a class, how do you know when you should answer a question, versus think about something, versus just nod if you are following? How do you know when the teacher has wandered off topic? How do you know when you got the right answer? How do you know when you didn't get the right answer? All of this knowledge is a part of classroom register. When people think of register, the first thing that comes to mind is the list of linguistic registers: intimate, casual, consultative, formal, and frozen. While linguistic register does have a place in the classroom, it is only a piece of the puzzle. To really understand classroom register, interpreters have to take into account prosodic and pragmatic knowledge as well. This workshop will detail the components of classroom register and provide opportunities for participants to practice identifying and interpreting these components.

### *Competencies:*

- Roman I A: Stress and emphasis
- Roman I B: Affect and emotion
- Roman I C: Register
- Roman I J: Grammar
- Roman IV B: Whole message English to Sign

### *Session Evaluation:*

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

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### **Blue Education Sessions (EIPA 3.5-3.9)**

Blue Tier II Educational Interpreters have scored between 3.5-3.9 on the EIPA demonstrating they have some interpreting skills. At present, Blue Tier III has 27% of the Educational Interpreter population in this Tier group and sessions focus on improving interpreting skills.

### **Understanding the Meaningful Parts of Classifiers**

Greenville, South Carolina

10 September 2022

(Session Canceled- No registrations)

Smith, W.

There is a commonly held view that classifiers can be categorized into eight 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 has continued, I now see that those three - entity, tool, and tracing - can be further reduced to just a single type: entity classifiers.

This workshop first describes the traditional thinking and teaching of classifiers, then identifies redundancies and other problems with this typology. This is followed by an analysis of how individual classifier components are combined with conceptual content and construal in ASL.

#### *Competencies:*

Roman I: G Directional Verbs and Pronominalization

Roman I: I Classifiers

#### *Session Evaluations:*

<del>1. The session was well prepared for and organized:</del>	0.00
<del>2. The session built an understanding of concepts and principles:</del>	0.00
<del>3. The session had clearly stated objectives:</del>	0.00
<del>4. The AV materials were supportive of the subject matter:</del>	0.00
<del>5. My trainer communicated a clear understanding of course content:</del>	0.00
<del>6. My trainer(s) helped me apply theory to solve problems:</del>	0.00
<del>7. The instructional level of this session met my expectations</del>	0.00
<del>8. The trainer addressed my needs to my satisfaction</del>	0.00
<del>9. I will incorporate the skills gained from this session into my work:</del>	0.00
<del>10. This session will contribute to my professional growth:</del>	0.00
<del>11. This session will motivate me to seek further continuing education:</del>	0.00
<del>12. This session was outstanding:</del>	0.00

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## **A Framework for Comparing and Contrasting in ASL**

Columbia, South Carolina

08 October 2022

Smith, W.

Everyone has been there: you set up a beautiful and visually clear scene and are thrilled about your fantastic use of space. Then you want to introduce a new concept that doesn't fit in your masterpiece. What do you do? How can you organize your space to make everything fit?

There is a tool that can help guide you to efficiently arrange visual concepts to make the most of your space: spatial frames. A major difference between English and ASL is that ASL uses space and kinetics in a 3-dimensional manifestation (Winston, 1995, 1996). The use of these spatial frames will help you to create a visual-spatial language.

Proper use of spatial frames allows for clearer depiction of comparisons and complex relationships. Instead of merely using body shifting or static listings which can limit detail or expansion, spatial frames allow creation of visual images with extensive detail without cluttering the visual field. They even have the flexibility to build.

For example: A teacher describes compares and contrasts a virus, bacteria, and fungi. In the course of instruction, they lists details such as the structures of the three, what each looks like, and the pros and cons of each. Creating three distinct spatial frames provides generous space for descriptive detail and allows for additions if the speaker retroactively adds them in future utterances.

Likewise, if they include contrasts, a shared frame may be necessary.

This workshop introduces the concept of space frames with real world application on how to create and then transition between frames. Participants

practice spatial techniques and guidelines to enhance their language use, applying a practical rubric to organize their thoughts and make the best use of their space.

*Competencies:*

Roman I H: Comparison/Contrast

Roman I I: Classifiers

Roman I J: Grammar

Roman IV B: Whole Message (English to Sign)

*Session Evaluations:*

1. The session was well prepared for and organized:	4.67
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	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

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**Non-Manual Markers in ASL**

Charleston, South Carolina

12 November 2022

Smith, W.

This workshop will present the current state of Non-Manual Marker research with a focus on their semantic import. These units are claimed to vary in their conventionality which will be explored in this workshop to better prepare you for the types you should see and should model in the classroom. This workshop will also provide ample time to practice and discuss English structures that are

equivalent in meaning. We also will discuss how these work as a component within a larger structure such as reported evidential constructions

*Competencies:*

- Roman I E: Clausal boundaries indicated
- Roman II D: Non-manual markers
- Roman IV B: Whole message English to Sign
- Roman IV C: Whole message Sign to English

*Session Evaluation:*

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	4.50
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.00
12. This session was outstanding:	5.00

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**How Accurate are You? A Practice Guide**

Greenville, South Carolina

28 January 2023

Smith, W.

Ask any interpreter to list the characteristics of a competent interpreter and eventually the attribute of accuracy will be listed. Accuracy is clearly an important part of the interpretation process, but how does one measure their accuracy? In this workshop we will explore the cognitive grammar notions of content and construal. Content are the items that fill the conceptualization,

supplied by the discourse. Construal is our ability to view that content in different ways. These two pieces show us how two different interpretations may be accurate but differ in their construal. Other tools will also be provided to guide you in analysis of your work.

*Competencies:*

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

*Session Evaluation:*

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

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**A Cognitive Linguistic View on Discourse Mapping**

Columbia, South Carolina

25 February 2023

Smith, W.

Discourse mapping is an often-discussed framework in interpreting. It can be simplified as a tool for discourse analysis and comprehension. When an interpreter has done such a process it is argued that the resulting interpreted



message will be better. We will analyze the claims of discourse mapping and the process with a cognitive linguistic lens to see if we can augment the process for better reliability and applicability. No prior knowledge of either discourse mapping nor cognitive linguistics is needed. We also will discuss the ideas of scope within a network of conception and how that can help guide interpretation *in a meaningful way*.

#### Competencies:

Roman I J: Follows appropriate grammar  
 Roman IV B: Whole message English to Sign  
 Roman IV C: Whole message Sign to English  
 Roman IV F: Principles of Discourse Mapping

#### Session Evaluation:

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	5.00
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.67
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:	4.67
10. This session will contribute to my professional growth:	4.67
11. This session will motivate me to seek further continuing education:	4.33
12. This session was outstanding:	5.00

#### A Framework for Depiction Use in the Classroom

Charleston, South Carolina

25 March 2023

Smith, W.

Participants should be familiar with the following concepts, as only a refresher will be provided: constructed action, classifiers, partitioning, unrealized inceptives, and indicating verbs. This session brings these aspects together for working interpreters. This workshop presents the view that English linguistic items and structures evoke conceptual content that can guide interpretation.

Once we see these structures and how they symbolize meaning as they are derived from conceptualization, the depiction options narrow to a more suitable list. Construal will be of paramount importance and will be discussed at length with detailed attention given to cognitive semantics.

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

#### *Competencies:*

Roman I F: Non-manual markers  
Roman I G: Verb directionality and pronominalization  
Roman I I: Classifiers  
Roman IV B: Whole message English to Sign  
Roman IV C: Whole message Sign to English  
Roman IV F: Principles of Discourse Mapping

#### *Session Evaluation:*

1. The session was well prepared for and organized:	5.00
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.33
4. The AV materials were supportive of the subject matter:	5.00

5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.00
12. This session was outstanding:	5.00

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### **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. Currently, Deb is the President of the National Association of Interpreters in Education (NAIE). Her research interests include the relationship between form and meaning in signed languages, bilingual education, and the cognitive demands of simultaneous interpreting. She actively develops research-based practices for interpreter skill development. Deb also holds a Bachelor of Arts degree in Deaf Studies with an Interpreting Emphasis from California State University, Northridge. She has thirteen

years of experience in educational interpreting and holds an EIPA certification (Level 4.7 PSE/ASL).

**Spainhour, Zoah (Susie), M.Ed, NIC** is the former project director of 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 is the past-president for South Carolina Registry of Interpreters for the Deaf. She has received several college, 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 20 years and volunteers countless hours establishing professional development opportunities for South Carolina interpreters and mentoring services for South Carolina's future interpreters.

**Smith, Windell (Wink), MA, MBA, NIC Master** enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. Presenting workshops, the last five years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV,

V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

## MENTORING

The SCEIC provided two tracks of mentoring services for both Tier II: Green and Tier III: Blue Educational Interpreters. In all the SCEIC provided **3,915 minutes (over 65 hours) of mentoring services** with 17 Educational Interpreter participants.

The first track consisted of four five-week Community of Practice symposium sessions topically designed by the participating Educational Interpreters. Each five-week session's topic consisted of assigned research articles, best practice discussions, research case scenarios, as well as receptive/expressive interpreting practice videos.

Table 8 indicates the Community of Practice symposium session, topical area addressed and number of participants.

Community of Practice Symposia Sessions		
Weeks	Topical Area	Participants
17 Nov - 15 Dec 2022	Discourse Mapping	22
19 Jan – 15 Feb 2023	Fingerspelling	23
08 Mar – 05 Apr 2023	Sign to English Interpreting	32
27 Apr – 24 May 2023	Language Deprivation	31
<b>Total</b>		<b>108</b>

Table 8. Community of Practice Symposia Sessions

Each symposium met after school hours for 1.5 hours per week totaling 450 minutes (7.5 hours) of mentoring per symposium. Combined, all four symposiums provided 1,800 minutes or 30 hours of mentoring. Several participants were involved in multiple Community of Practice symposia.

The second track consisted of more traditional private, individual mentoring sessions. These mentoring sessions occurred weekly, biweekly, or monthly at the discretion of the individual Educational Interpreter, meeting their preferred learning targets and learning style. Five Educational Interpreters participated in one-on-one mentoring with sessions ranging from one to two hours after school hours, totaling 2,115 minutes (35.25 hours) of individual mentoring. Primary areas of concentration were ELPA competencies, professional development plans and deliberate practice application.

# TECHNICAL ASSISTANCE

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

- Several data requests from the OSES
- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA
- Discussing the EIPA: WT
- Publishing White Papers addressing:
  - Why Educational Interpreter Credentials are Vital
  - Educational Interpreters are NOT Communication Facilitators
  - What is a Language Facilitator
- Recruiting Educational Interpreters and addressing vacancies
- Inquiries from districts about educational interpreting pay scales
- Requests for observation and mentoring from district personnel
- Clarifying misinformation and inquiries about interpreter qualifications and the South Carolina Interpreter Act
- Addressing the Educational Interpreter's roles
- Promoting professional development opportunities
- Sharing Supreme Court Decisions and their impact on an interpreted education



## SUMMARY

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

While great progress has been made (evidenced in this report), the SCEIC notes a sense of lethargy among Educational Interpreters as they await the final requirements for Educational Interpreter regulation. The SCEIC continues to document school districts hiring Educational Interpreters without any qualifications. Regardless, the 2022-2023 outputs by the SCEIC invariably lead to better access and with improved interpreter abilities improved outcomes for students who are Deaf in South Carolina (Cates & Delkamiller, 2021).

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