



*South Carolina*

**EDUCATIONAL INTERPRETING CENTER**

# Annual Report

(Y5 2025-2026)

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# TABLE OF CONTENTS

INDEX OF FIGURES.....	3
INDEX OF TABLES .....	3
PROGRAM OVERVIEW & HIGHLIGHTS .....	4
EDUCATIONAL INTERPRETER CENSUS.....	5
EDUCATIONAL INTERPRETER ASSESSMENTS .....	10
EIPA Performance Assessments .....	10
EIPA Written Assessments .....	15
EDUCATION.....	17
Performance Competencies Addressed in Education Sessions.....	18
Education Session Attendance .....	19
Education Session Descriptions, Competencies, Evaluation.....	20
Summer Immersion Sessions .....	20
Academic Year Sessions.....	24
Presenter Biographies.....	35
MENTORING .....	38
TECHNICAL ASSISTANCE.....	43
SUMMARY .....	44
REFERENCES.....	45

## INDEX OF FIGURES

Figure 1. South Carolina school districts employing Educational Interpreters.....	8
Figure 2. Tier services.....	9
Figure 3. Statewide EIPA mean over time .....	11
Figure 4. 2025-2026 EIPA Score Distribution .....	12

## INDEX OF TABLES

Table 1. Education levels of Educational Interpreters .....	9
Table 2. National versus all South Carolina EIPA Results of Educational Interpreters.....	11
Table 3. EIPA Diagnostic Center Attribution of Skill Development Order .....	13
Table 4. State EIPA Competency Scores .....	15
Table 5. EIPA: WT Testing by Year .....	17
Table 6. EIPA Competencies & Education Sessions Addressing Competencies .....	19
Table 7. Education Sessions Attendance.....	19

# 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 2025-2026 funding year (Year 5) with the following highlights:

- Census includes approximately 112 full-time Educational Interpreters working in South Carolina
- 77 active full-time Educational Interpreter SCEIC participants
  - The SCEIC is providing services to 66% of the Educational Interpreters in South Carolina
- 41 EIPA interpreting exams administered in 2025-2026
  - 31% of EIPA testing slots were used
  - Awaiting results for 18 educational interpreters
- Statewide mean on the EIPA: 3.5
- 19 EIPA written tests proctored in 2025-2026
  - 48% of EIPA: WT testing slots were used
  - 47% of educational interpreters passed the EIPA: WT
- 47 Educational Interpreter attendees at education sessions
  - Offered 87 hours of professional development
  - Offered 75 hours of Community of Practice symposia
- Over 45 hours of direct mentoring services provided to eight Educational Interpreters
- Provided technical assistance to the OSES and various school districts throughout South Carolina

# 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 Delkammer (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).

On February 1, 2026, the South Carolina Legislature approved the regulation for Educational Interpreters for Students Who Are Deaf ([Regulation 43.243.2](#)). This regulation goes into effect at the beginning of the 2026-2027 school year. This means no local education agency (LEA) in the State shall employ or maintain the employment of, a person as an Educational Interpreter unless the person demonstrates the following qualifications:

1. Documentation of the current national certification or an Educational Interpreter Performance Assessment (EIPA) rating of 3.5 or higher is required. If the interpreter has completed the EIPA Performance Assessment and is awaiting results, the LEA may wait to verify this requirement until the results are received.
2. Evidence of a high school diploma;
3. Documentation of valid, successful completion of the Educational Interpreter Performance Assessment: Written Test (EIPA: WT);

4. A sworn statement that the applicant has read, understands, and agrees to abide by the National Association of Interpreters in Education (NAIE) Code of Ethics;
5. A background check pursuant to Section 59-25-115; and
6. Completing a minimum of 80 hours of continuing education every four years beginning with the 2026-2027 school year.

This regulation also indicates the minimum EIPA score and education requirements will change over time.

By way of census, the SCEIC has documented 112 Educational Interpreters working in South Carolina school districts. These include Aiken, Anderson 1, Anderson 5, Beaufort, Berkeley, Charleston, Darlington, Dorchester 2, Georgetown, Greenville, Greenwood, Horry, Kershaw, Lexington 1, Lexington 5, Oconee, Pickens, Richland 1, Richland 2, Spartanburg 2, Spartanburg 6, Sumter, Williamsburg, York 1, York 2, York 3, and York 4. Figure 1 provides a general snapshot where Educational Interpreters are working – note white indicates no Educational Interpreters work in those districts and dark grey indicates more than four interpreters for a school district.

Of those, 112 Educational Interpreters, 77 are enrolled participants with the SCEIC. This means there are 35 Educational Interpreters (31%) employed in South Carolina school districts who have not voluntarily registered with the SCEIC and are only captured in the overall census collection.

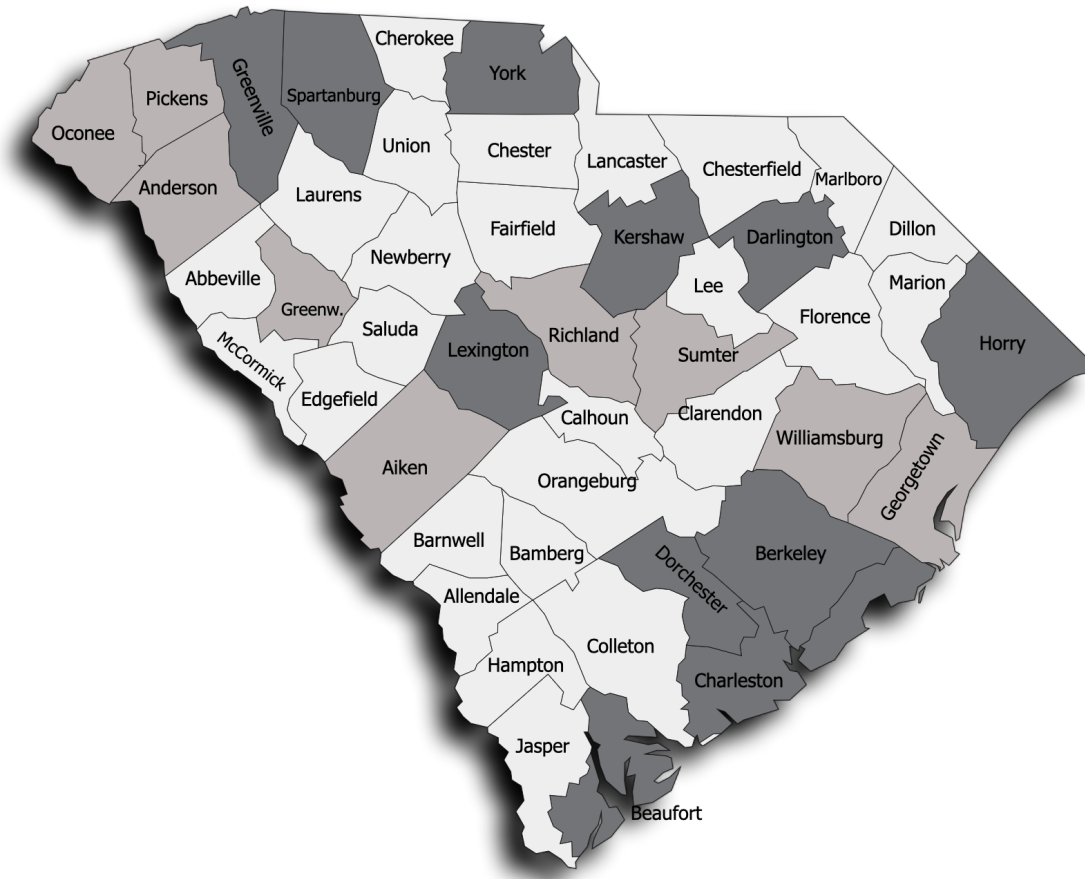


Figure 1. South Carolina school districts employing Educational Interpreters

Educational Interpreters are segmented to allow for differentiated needs and learning based on the interpreter’s EIPA score. Figure 2 outlines the SCEIC the services provided to each color grouping.

Using census data (Educational Interpreters who are registered and those who have self-reported their scores but not registered), of the 112 Educational Interpreters, 14% have not taken any type of assessment or scored below an EIPA 3.0 (Orange group). Conversely, 27% of South Carolina’s Educational Interpreters participants have scored between 3.0-3.4 on the EIPA (Green group) and 42% have achieved between EIPA 3.5-3.9 (Blue group). Twelve percent of

participants having achieved an EIPA 4.0+ (Purple group). In terms of upcoming Educational Interpreter regulation, this means 47% of the Educational Interpreter participants have not met the minimum performance standard.

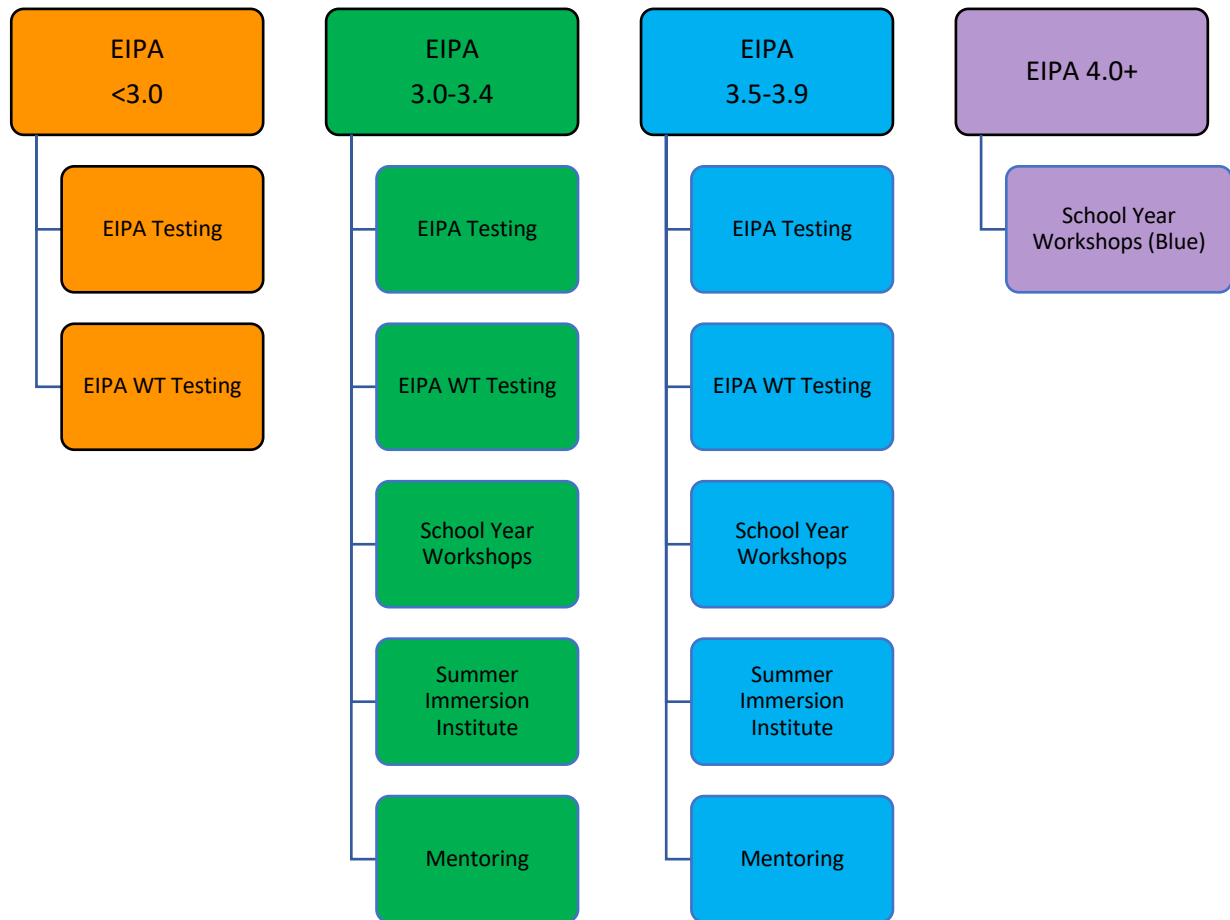


Figure 2. Tier services

As outlined in Table 1, of the 77 SCEIC participant Educational Interpreters, 76% have a post-secondary degree.

Education Level	Percentage of Educational Interpreters
High school diploma/GED	24%
Associate’s degree	18%
Baccalaureate degree	58%

Table 1. Education levels of Educational Interpreters

# EDUCATIONAL INTERPRETER ASSESSMENTS

## **EIPA Performance Assessments**

Of the 77 SCEIC Educational Interpreter participants, 19% have no EIPA score or earned an EIPA score below 3.0. By way of the EIPA Diagnostic Center, interpreters may only test once per year and while the scoring period had been taking nine months, that period of time has been significantly reduced as interpreters are receiving results in 6-8 weeks.

To reduce the number of Educational Interpreters without assessment scores, the SCEIC directly reached out to individual Special Educational Directors and Educational Interpreters on three occasions throughout the 2025-2026 academic year. While those Educational Interpreters who have not taken any test has lowered, the SCEIC notes many districts continue to hire individuals without requiring them to have any interpreting credential before employment.

The SCEIC made available over 123 testing opportunities. Despite testing being of no cost to the district or the Educational Interpreter, only 41 of the EIPA testing slots were used (33%). Of note is 55% of EIPA testing slots were used in the last quarter which coincides with the official Educational Interpreter regulation announcement on March 17, 2026. Table 2 summarizes overall EIPA score results from 2017-2026 along with 2014 national data.

National versus all South Carolina EIPA Results of Educational Interpreters

	National	South Carolina							
	2014	2017	2018	2019	2020	2023	2024	2025	2026
EIPA: <3.0*	16%	39%	43%	25%	17%	35%	23%	22%	23%
EIPA: 3.0-3.4	42%	23%	29%	34%	40%	24%	25%	22%	22%
EIPA: 3.5-3.9	40%	17%	19%	34%	31%	27%	39%	46%	42%
EIPA: 4.0+	2%	21%	9%	7%	12%	14%	12%	10%	13%
Population Size	8,680	101	116	112	130	93	89	69	112

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

With the current EIPA results, the **statewide mean on the EIPA examination is 3.5**.

Again, it warrants noting 31% of the full-time Educational Interpreter population have not registered with the SCEIC therefore the SCEIC are only able to report their archived or self-disclosed score. Figure 3 notes the annual increase in the mean EIPA score for the state.

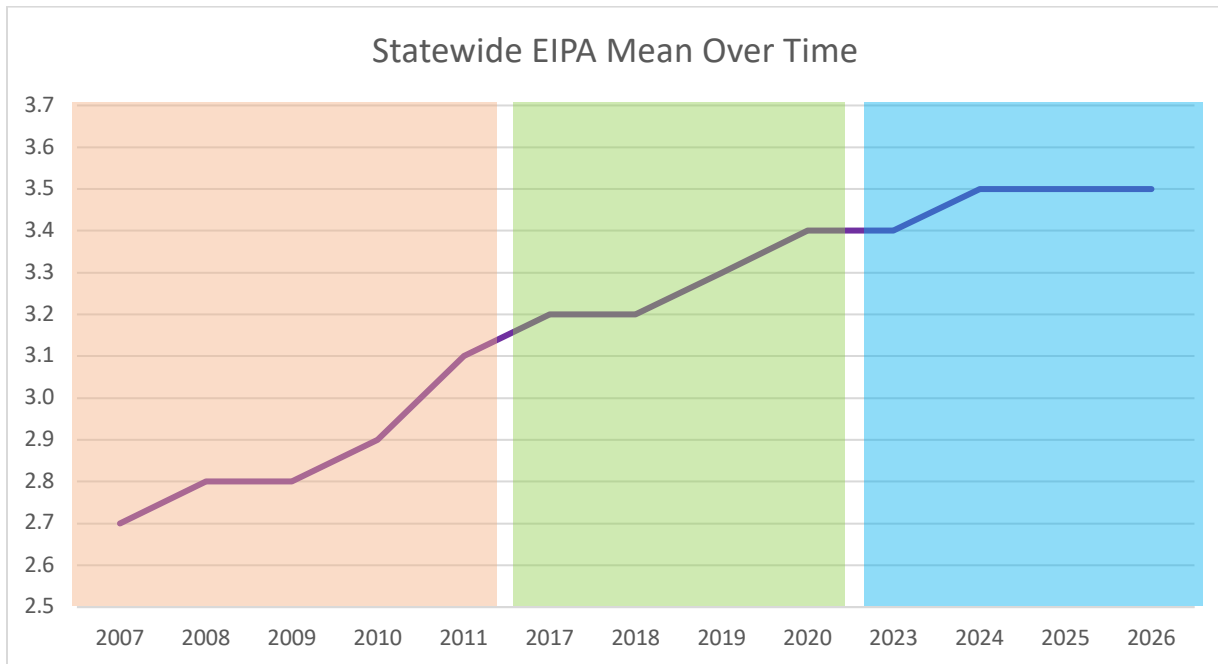


Figure 3. Statewide EIPA mean over time

Figure 4 illustrates the current EIPA score distribution for the state.

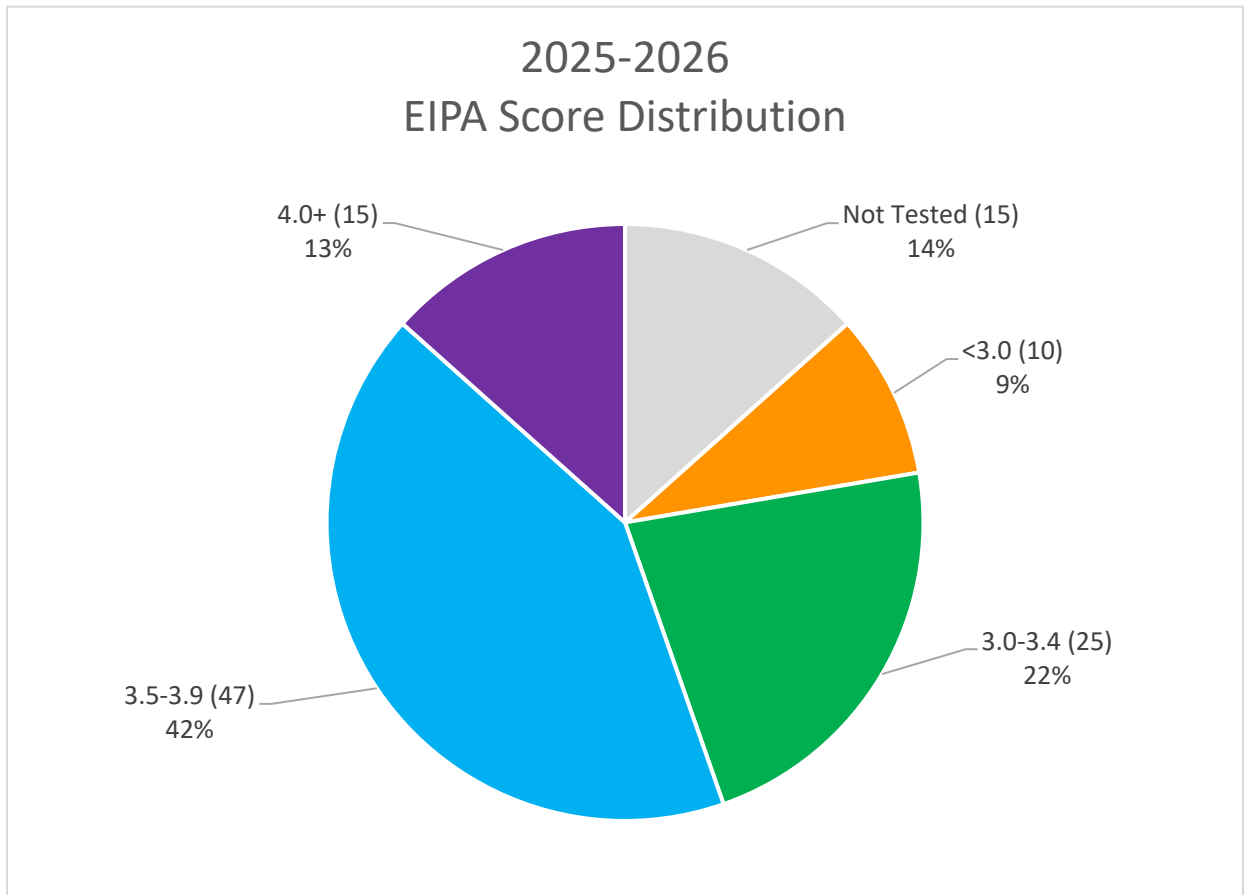


Figure 4. 2025-2026 EIPA Score Distribution

To examine the specific professional development needs of Educational Interpreters, the SCEIC has detailed the mean score for each competency. The EIPA Diagnostic Center finds educational interpreting skills generally develop in a typical order. The SCEIC notes 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	Basic 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 2025-2026 statewide score contrasted with the mean change from the 2020 score in each competency. This indicates the general developmental growth during this funding cycle of the SCEIC.

State EIPA Competency Scores							
Domain	Competency	2022 Mean	2023 Mean	2024 Mean	2025 Mean	2026 Mean	Mean Change
ROMAN I	A. Stress Important Words	3.2	3.2	3.2	3.3	3.3	0.1
	B. Affect/Emotions	3.3	3.3	3.3	3.4	3.3	0.0
	C. Register	2.9	2.9	3.0	3.1	3.1	0.2
	D. Sentence Boundaries	3.4	3.5	3.5	3.6	3.5	0.1
	E. Boundaries Indicated	3.2	3.3	3.4	3.5	3.5	0.3
	F. Non-Manual Markers	2.5	2.6	2.8	2.9	3.0	0.5
	G. Verb Directionality/Pronominalization	3.1	3.4	3.5	3.6	3.5	0.4
	H. Comparison/Contrast	2.7	3.0	3.0	3.1	3.2	0.5
	I. Classifiers	2.4	2.8	2.9	3.0	3.0	0.6
	J. Grammar	2.8	3.1	3.1	3.2	3.6	0.8
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a	n/a	n/a
	L. Mouthing	4.5	4.8	4.9	4.9	4.9	0.4
	ROMAN I MEAN		3.1	3.3	3.3	3.4	3.4
ROMAN II	A. Signs (Recognition)	3.1	3.3	3.4	3.4	3.4	0.3
	B. Fingerspelling/Numbers	2.4	2.7	2.7	2.9	2.8	0.4
	C. Register	2.8	2.9	3.0	3.0	2.9	0.1
	D. Non-Manual Markers	2.5	2.6	2.6	2.7	2.7	0.2
	E. Rate, Rhythm, Fluency	3.0	3.2	3.2	3.3	3.2	0.2
	F. Sentence/Clausal Boundaries	2.9	3.0	3.1	3.2	3.1	0.2
	G. Sentence Types	2.7	2.9	3.0	3.1	3.1	0.4
	H. Emphasize Important Words	2.7	2.8	2.9	2.9	2.8	0.1
	I. English Word Selection	2.8	3.1	3.1	3.2	3.2	0.4
	J. No Extraneous Sounds	2.7	3.0	3.1	3.1	3.2	0.5
ROMAN II MEAN		2.8	3.0	3.0	3.1	3.0	0.2
ROMAN III	A. Amount of Sign Vocabulary	4.5	4.9	4.9	4.9	4.8	0.3
	B. Signs Made Correctly	4.4	4.6	4.7	4.7	4.7	0.3
	C. Fluency	4.9	4.6	4.6	4.7	4.7	(0.2)
	D. Vocabulary Consistent with System	4.2	4.6	4.7	4.7	4.7	0.5
	E. Key Vocabulary Represented	3.1	3.2	3.4	3.5	3.6	0.5
	F. Fingerspelling Production	4.0	4.5	4.4	4.5	4.4	0.4
	G. Spelled Correctly	4.1	4.6	4.7	4.7	4.7	0.6
	H. Appropriate Use of Fingerspelling	3.0	2.9	3.1	3.2	3.3	0.3
	I. Numbers	4.7	4.9	4.9	4.9	4.9	0.2
ROMAN III MEAN		4.1	4.3	4.4	4.4	4.4	0.3
ROMAN IV	A. Eye Contact	3.2	3.4	3.4	3.5	3.4	0.2
	B. Whole English to Sign	2.8	3.0	3.1	3.2	3.2	0.4
	C. Whole Sign to English	2.6	2.8	2.9	3.0	2.9	0.3
	D. Decalage English to Sign	2.7	2.8	2.9	3.0	2.9	0.2

E. Decalage Sign to English	2.5	2.7	2.8	2.9	2.8	0.3
F. Principles of Discourse Mapping	1.8	1.8	2.0	2.1	2.3	0.5
G. Indicating Who Speaking	2.8	3.2	3.2	3.3	3.2	0.4
ROMAN IV MEAN	2.6	2.8	2.9	3.0	3.0	0.4

Table 4. State EIPA Competency Scores

Roman I assess an interpreter’s skills at transferring meaning from English to Sign whereas Roman II examines an interpreter’s skills at transferring meaning from Sign to English. Roman III determines whether an interpreter has sufficiently clear vocabulary and fingerspelling skills to support educational settings and Roman IV (the last series of skills to develop) evaluates the overall transfer of meaning between languages and the efficacy of the interpretation.

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.

As identified in the upcoming regulation, *Educational Interpreters for Students Who Are Deaf* ([Regulation 43.243.2](#)), Educational Interpreters must also provide evidence of their knowledge competencies through the EIPA:WT.

In the 2025-2026 academic year, the SCEIC provided a total of 40 EIPA: WT testing spots yet only 19 EIPA: WT tests were administered with only 48% of testing slots being used. The regulation announcement has prompted a significant number of Educational Interpreters to register for EIPA:WT testing in the last quarter. Of those offered in the 2025-2026 academic year, 47% passed the EIPA: WT. To date, 63% of full-time South Carolina 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					
	2020	2023	2024	2025	2026
	Pass %	Pass %	Pass %	Pass %	Pass %
<b>TOTAL</b>	75%	86%	60%	65%	47%

Table 5. EIPA: WT Testing by Year

## EDUCATION

The SCEIC hosted a weeklong summer immersion and planned 12 professional development opportunities for Educational Interpreters. By grouping, Green 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. Blue Educational Interpreters have scored between 3.5-3.9 on the EIPA demonstrating they have some interpreting skills. Unfortunately, several workshops were collapsed into one large group, rather than separate sessions for green and blue Educational Interpreters due to lack of enrollment. In total, the SCEIC provided **87 hours of professional development** and had a total of **47 attendees**.

Learning objectives for the 2025-2026 education sessions were selected based on SCEIC EIPA results from 2024-2025, 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.

## 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 the state mean in each performance competency and the number of educational/mentoring sessions in the 2025-2026 academic year that addressed each specific competency.

EIPA Competencies and Education/Mentoring Sessions Addressing the Competency				
DOMAIN	COMPETENCY	2026 MEAN	2020 CHANGE	COMPETENCY
ROMAN I	A Stress Important Words	3.3	0.1	////
	B Affect/Emotions	3.3	0.0	///
	C Register	3.1	0.2	////
	D Sentence Boundaries	3.5	0.1	///
	E Boundaries Indicated	3.5	0.3	/
	F Non-Manual Markers	3.0	0.5	
	G Verb Directional/Pronominalization	3.5	0.4	/
	H Comparison/Contrast	3.2	0.5	/
	I Classifiers	3.0	0.6	/
	J Grammar	3.6	0.8	###//
	K Eng. Morphological Marking	n/a	n/a	n/a
	L Mouthing	4.9	0.4	
ROMAN II	A Signs	3.4	0.3	//
	B Fingerspelling/Numbers	2.8	0.4	//
	C Register	2.9	0.1	///
	D Non-Manual Behaviors	2.7	0.2	///
	E Rate, Rhythm, Fluency	3.2	0.2	////
	F Sentence/clause Boundaries	3.1	0.2	/
	G Sentence Types	3.1	0.4	/
	H Emphasize Important Words	2.8	0.1	###
	I English Word Selection	3.2	0.4	//
	J No Extraneous Sounds	3.2	0.5	/
ROMAN III	A Amt Sign Vocabulary	4.8	0.3	

	B	Signs Made Correctly	4.7	0.3	
	C	Fluency	4.7	(0.2)	//
	D	Vocab with System	4.7	0.5	
	E	Key Vocab Represented	3.6	0.5	////
	F	F/S Production	4.4	0.4	
	G	Spelled Correctly	4.7	0.6	
	H	App Use of Fingerspelling	3.3	0.3	///
	I	Numbers	4.9	0.2	//
ROMAN IV	A	Eye Contact	3.4	0.2	
	B	Whole V-S	3.2	0.4	/
	C	Whole S-V	2.9	0.2	/
	D	Decalage V-S	2.9	0.2	/
	E	Decalage S-V	2.8	0.3	/
	F	Principles of Discourse Mapping	2.3	0.5	//
	G	Who Speaking	3.2	0.4	/

Table 6. EIPA Competencies & Education Sessions Addressing Competencies

## Education Session Attendance

The number of Educational Interpreters attending each 2025-2026 SCEIC event is detailed in Table 7.

Date	Hours	Topic	Tier	Attendance
08-10 July 2025	23	Summer Immersion	Both	9
04 October 2025	8	ASL-English Interpreting Fingerspelling	Both	8
08 November 2025	8	Elevating ASL-English Interpreting	Both	4
06 December 2025	8	Text Analysis A	Green	1
06 December 2025	8	Interpreting Affect and Emotions	Blue	3
07 March 2026	8	Text Analysis B	Green	3
07 March 2026	8	ASL-English Conveying Classifier Information	Blue	8
18 April 2026	8	Discourse Mapping	Both	6
16 May 2026	8	Register Variation	Both	5
<b>TOTAL</b>	<b>87</b>			<b>47</b>

Table 7. Education Sessions Attendance

## Education Session Descriptions, Competencies, Evaluation

### Summer Immersion Sessions

Tuesday, July 08, 2025

Greenville, South Carolina

#### The Keys to Key Vocabulary

Dr. Deborah Cates

The EIPA indicates the importance of representing key vocabulary and using fingerspelling appropriately in academic discourse. Despite its importance, interpreters consistently score lower on these indices than on others in the Vocabulary domain on the EIPA. In this workshop, we will look at three features of ASL discourse- *faceting*, *explain by examples*, and *contrasting*. Identified in previous literature as “expansion techniques”, these features of ASL provide opportunities to express breadth and depth of meaning beyond fingerspelling or the use of single signs. We will analyze native ASL discourse for examples of these features, identify appropriate times for their use in interpretation from English-to-ASL, and practice using them in our work.

*Competencies:* R1A, R3E, R3H

#### *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

Session Comments:

"It was great to brainstorm together. I look forward to the PowerPoint."

"I really appreciate how Deb presents and would come to any workshop that she will present."

"Application of deliberate practice I can do when I get home!"

"Remembering to focus more on what the main idea of what needs to be interpreted."

"Using the 3 concepts of contrasting, Facets, and explaining by example."

Wednesday, July 09, 2025

Greenville, South Carolina

**Elevate Your ASL-to-English Interpreting**

Dr. Deborah Cates

It can be challenging to develop a professional development plan for ASL-to-English interpreting. This is especially daunting for interpreters who work in isolation or with clients who use spoken language expressively. When you do not receive feedback on your work, you cannot identify areas for improvement. For interpreters who work regularly with ASL-to-English, it can be challenging to identify ways to polish our work. This workshop is designed for a range of ASL-to-English interpreting skills. In the first part of this workshop, participants will review areas of ASL-to-English work that are challenging, from common concerns to more complex considerations of cultural mediation, register, and tone. They will also create an artifact of their

ASL-to-English work. In the second part of this workshop, participants will analyze their recordings to identify their own areas of concern. In the third part of this workshop, interpreters will practice a series of exercises designed to support their growth in their individual areas of concern.

*Competencies:* R2 A, R2 B, R2 C, R2 D, R2 E, R2 F, R2 G, R2 H, R2 I, R2 J, R4 C, R4 E

*Session Evaluation:*

1. The session was well prepared for and organized:	5.0
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.90
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

*Session Comments:*

“This helped me to get a better idea of what deliberate practice will help me with. I felt a lot more confident after interpreting those videos and working through them repetitively until I gained confidence.”

“Giving a layout and steps while voicing, to find a pattern and what examples to work on.”

“Personally, the most valuable session was the ASL to English deliberate practice and feedback sessions.”

“How you cannot get the fingerspelled word and still make sense of the interpretation.”

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Thursday, July 10, 2025

Greenville, South Carolina

**Constructed Action-Sharpen Your Tools**

Dr. Kim Kurz

Educational Interpreters, have you wanted to be the sharpest tool in your resource toolbox.

Well now you can be. Join Dr. Kurz and gain great insight into her published research on

constructed action, register, space, and how their interaction is key to a cohesive

interpretation.

Throughout this deliberate register workshop Kurz, Mullaney and Occhino’s research will drive

the concept of “perspective taking” a complex cognitive task selected to spearhead this

hands-on constructed action enriched training through hands on application and modeled

instruction, Educational Interpreters will gain a greater understanding on how to produce a

grammatically organized, semantically prepared, interpreted message.

*Competencies:* R1 C, R1 D, R1 E, R1 G

*Session Evaluation:*

- |   |      |
|---|------|
| 1. The session was well prepared for and organized:               | 5.00 |
| 2. The session built an understanding of concepts and principles: | 4.90 |
| 3. The session had clearly stated objectives:                     | 4.90 |

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:	5.00
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	4.90
9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	4.90
11. This session will motivate me to seek further continuing education:	4.90
12. This session was outstanding:	4.90

*Session Comments:*

“Dr. Kurz is so open to ask question and doesn’t make you feel bad for not know something.”

“Reminder of the importance of taking on a character and also role shift.”

“I enjoy seeing others and how they have their interpretations come alive, differing perspectives (other than our own) I feel is what helps us grow our lexicon and perspectives.”

“The most valuable portion was the active practice in the last part of the day.”

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***Academic Year Sessions***

October 04, 2025

Greenville, South Carolina

**ASL-to-English Interpreting Would Be Easy...If Not For Fingerspelling**

Dr. Deb Cates

Interpreters often struggle with receptive fingerspelling even when their general receptive and spoken English interpreting skills are solid. Reading fingerspelling is a complex cognitive task that takes time to develop. This workshop helps interpreters understand the process of reading

fingerspelling and provides tools and tips for working through missed fingerspelling.

Interpreters in this workshop will learn tools to improve their receptive fingerspelling over time, as well as tools to manage their interpreted product when they miss fingerspelling.

*Competencies:* R2 B, R2 E, R2 H, R2 I

*Session Evaluation:*

1. The session was well prepared for and organized:	4.90
2. The session built an understanding of concepts and principles:	4.80
3. The session had clearly stated objectives:	4.80
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:	4.60
7. The instructional level of this session met my expectations	4.90
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:	4.90
11. This session will motivate me to seek further continuing education:	4.90
12. This session was outstanding:	4.80

*Session Comments:*

This is my weakest area. I'm so glad for today and [the] tools I can use to strengthen this area."

"The active practice using the strategies we just learned, as well as the comprehension rewatches were very valuable."

"I really liked being about to have more tool in my box for my practice and for my interpreting."

"That's it's ok if you miss FS {fingerspelling}, and here are methods of getting around it"

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November 08, 2025

Columbia, South Carolina

### **Elevating Your ASL-to-English Interpreting**

Dr. Deb Cates

Interpreting from ASL into spoken English is more than just reading signs and fingerspelling. Interpreters also identify boundaries and markers that help the receiver navigate through the message. In this workshop, interpreters will learn how boundaries and markers appear in ASL texts. Interpreters will start with an in-depth comprehension exercise. Then they will use the same video to learn about and analyze the different kinds of boundaries and markers in ASL discourse.

*Competencies:* R2 D, R2 E, R2 F, R2 G, R2 I, R4 F

#### *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:              | 5.00 |
| 7. The instructional level of this session met my expectations          | 4.90 |
| 8. The trainer addressed my needs to my satisfaction                    | 5.00 |
| 9. I will incorporate the skills gained from this session into my work: | 4.90 |
| 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

*Session Comments:*

"I had an absolute lightbulb moment today and it will impact my work tremendously!"

"Her reviewing and showing the items I missed"

"The topic itself (Discourse Markers) was one I most needed!"

"Keep providing workshops/classes for us to continue to learn and grow."

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December 06, 2025

Charleston, South Carolina

**Green Group: Text Analysis Session A**

David Davenport

In elementary educational settings, Educational Interpreters will apply text analysis techniques and ASL-to-English interpreting strategies, using structured interpreting stimuli to analyze source language for conceptual meaning, identify key linguistic features, and render interpretations that prioritize clarity and comprehension of academic content.

Emphasis will be placed on interpreting affect, tone, and emotional content alongside instructional material, supporting a more complete and accurate message transfer. Instruction focuses on developing fluency in ASL-to-English processing, enhancing conceptual accuracy, and applying decision-making strategies that reflect both linguistic intent and contextual meaning within classroom discourse. Upon completion, participants will be able to analyze and interpret ASL input with greater attention to affective and conceptual elements, produce

clearer, more coherent English interpretations and apply strategies that enhance students' comprehension and engagement.

*Competencies:* R1 A, R1 B, R1 C, R1 D, R3 C, R3 E, R3 H, R3 I

*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

*Session Comments:*

"I loved seeing examples of CL {classifier predicates} and how to better produce different information. It was really great to have the one on one feedback I was able to receive."

"Training similar to this, trying to get my brain to think more in ASL rather than English."

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December 06, 2025  
Charleston, South Carolina

## Blue Group: Affect and Emotion in Interpreting

Dr. Deb Cates

Have you ever interpreted a text from ASL into English, then listened to the recording only to realize it sounds like a robot asking questions? When your process is zeroed in on interpreting the signs and fingerspelling you see, the resulting interpretation can come across as flat, or your feelings of uncertainty can come across in an upward pitch that makes everything sound uncertain. In this workshop, interpreters will learn to identify features of affect and emotion and to pay attention to them in both the source and the target while interpreting.

*Competencies:* R1 A, R1 B, R1 C, R2 C, R2 D, R2 H, R4 G

### *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 |

### *Session Comments:*

"I have learned sooooo much in the past two sessions that I will be able to use on Tuesday when I take the EIPA. Not to mention how much I can use with my students on Monday!! Holy cow! So good!"

"Inflection while voicing"

"I really enjoyed the text affect of today's workshop when we did the one up and one down practice."

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March 7, 2026

Greenville, South Carolina

**Green Group: Text Analysis: Session B**

Dr. Kim Kurz

In middle school and secondary educational settings, Educational Interpreters will apply text analysis techniques and ASL-to-English interpreting strategies, using structured interpreting stimuli to analyze source language for conceptual meaning, identify key linguistic features, and render interpretations that prioritize clarity and comprehension of academic content.

Emphasis will be placed on interpreting affect, tone, and emotional content alongside instructional material, supporting a more complete and accurate message transfer. Instruction focuses on developing fluency in ASL-to-English processing, enhancing conceptual accuracy, and applying decision-making strategies that reflect both linguistic intent and contextual meaning within classroom discourse. Upon completion, participants will be able to analyze and interpret ASL input with greater attention to affective and conceptual elements, produce clearer, more coherent English interpretations and apply strategies that enhance students' comprehension and engagement.

*Competencies:* R1 A, R1 B, R1 C, R1 D, R3 C, R3 E, R3 H, R3 I

*Session Evaluation:*

1. The session was well prepared for and organized:	4.70
2. The session built an understanding of concepts and principles:	4.30
3. The session had clearly stated objectives:	4.30
4. The AV materials were supportive of the subject matter:	4.00
5. My trainer communicated a clear understanding of course content:	4.70
6. My trainer(s) helped me apply theory to solve problems:	4.70
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

*Session Comments:*

"I loved seeing the different pragmatics that are often produced wrong."

"Working on making my ASL more visual, focusing on meaning rather than words"

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March 7, 2026

Charleston, South Carolina

**Blue Group: Classifier Information in ASL-to-English**

Dr. Deb Cates

Watching skilled signers produce visual depictions (classifiers) is mesmerizing...until you are in the hot seat and having to interpret those depictions into spoken English. In this workshop, interpreters will practice describing complex visual imagery to build a vocabulary for interpreting ASL depictions. These skills will be applied to several ASL texts.

Competencies: R2 A, R2 D, R2 E, R2 F, R2 H

*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 |

*Session Comments:*

"Classifier ideas for learning and thinking about them with students. Things I can do Monday!"

"Learning to voice in third person rather than always first. Choosing more delicious adjectives..."

"When we went back and reinterpreted our own work again, I could notice an improvement between the two and feel myself unlearning my previous mistakes."

"Having to explain what category each classifier was in helped me the most in understanding the different types signers can use."

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April 18, 2026  
Columbia, South Carolina  
**Discourse Mapping**

David Davenport

This workshop focuses on strengthening Educational Interpreters' ability to prioritize and organize educational discourse specific to the elementary classroom for effective English-to-ASL interpretation. Using curriculum-driven content, participants will analyze complex English stimuli, identify essential information, and produce ASL interpretations that are visually accessible, conceptually accurate, and linguistically cohesive. Emphasis on organizing information through clear structure and logical sequencing, as well as the effective use of space, classifiers, and discourse mapping to support comprehension. Instruction targets the development of visualization strategies, increased coherence in ASL production, and intentional decision-making that supports clarity and message integrity. Upon completion, participants will demonstrate the ability to transform complex English discourse into organized, visually coherent ASL interpretations, apply spatial and discourse features effectively, and enhance overall comprehension and access to academic content.

*Competencies:* R1 H, R1 I, R3 E, R4 B, R4 D, R4 F

*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:          | 4.80 |
| 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 seek further continuing education:	5.00
12. This session was outstanding:	5.00

*Session Comments:*

“This was a great review on all the ways for discourse mapping. We forget to use space, CL, roll shifting and such. It was a great practice of listening and hands-up work. I appreciate all the different grade levels too.”

“The ability for immediate application to my work with students.”

“The hands-on practice”

“Showing ways to sign concepts in clear ways.”

May 16, 2026

Charleston, South Carolina

**Got Register?**

Dr. Deb Cates & Dr. Kim Kurz

Many characteristics of polished interpreting work rely on the appropriate use of linguistic register. In this workshop, interpreters will work on defining register in both ASL and English. There will be opportunities to practice interpreting across a range of registers with accuracy and respect to varying audiences, settings, and purposes. There will be a special emphasis on analyzing how teachers use register in the classroom, how interpreters can effectively model teacher register shifts, and how children use register when talking to adults versus peers.

Competencies: R2 C, R2 E, R2 H, R2 I

*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 |

*Session Comments:*

"Learning about register in ASL and what that looks like."

"As always...immediate application on Monday!"

"Hearing myself on recordings"

"Learning different registers"

"Please continue to offer opportunities for us to grow. SC needs to approve another grant for working educational interpreters so that we can have the opportunity to be successful in reaching our goal of having Qualified Interpreters in SC school districts."

"I wish it would continue."

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## **Presenter Biographies**

***Cates, Deb, Ph.D.***

Dr. Cates 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).

***Kurz, Kim, Ph.D.***

Dr. Kim Kurz is a Professor in the Department of American Sign Language and Interpreting Education (ASLIE) at the Rochester Institute of Technology's National Technical Institute for the Deaf (RIT/NTID). Kim is currently an Interim Director of NTID Sign Language Assessment & Resource Center. Kim was ASLIE chairperson from 2010 to 2020 and oversees NTID's Program Assessment Outcomes and Evaluations in NTID's Academic Affairs division. Her career at RIT/NTID has always had a strong focus on

mentoring students and faculty related to their research projects, teaching a research methods course to interpreting students who are in their senior year. Kim's dissertation topic focused on how deaf children learn through direct instruction compared with mediated instruction via sign language interpreter and has done numerous research in the field of educational interpreting.

***Davenport, David, M.A.***

David Davenport is an associate professor under the ASL/Interpreting Program at Salt Lake Community College and curriculum developer/lead language coach at the Interpreter Mentorship, Education, and Training (IMET) project with TAESE at Utah State University. He earned a Bachelor of Science degree in Sociology from Brigham Young University and a Master of Arts degree in Sign Language Education from Gallaudet University. He has been teaching ASL for over twenty years and has mentored many interpreters in various programs. David is a versatile individual with a wide range of talents such as teaching, storytelling, coordinating, training, remodeling, video editing, and other technology-related skills. David has developed ASL curriculum and assessment tools incorporating a new modern style of teaching and technology for his classes to enrich the learning experience for students. His interests are the modeling of language processing, linguistics, bilingualism, and early intervention and language development in Deaf and Hard-of-hearing students.

## MENTORING

The SCEIC provided Zoom platformed mentoring sessions at the discretion of the individual Educational Interpreter, meeting their preferred learning targets and learning styles. Eight Educational Interpreters participated in one-on-one mentoring sessions ranging from one to two hours after school, totaling 2,730 minutes or 45.5 hours of individualized mentoring. Primary areas of concentration were EIPA competencies, professional development plans and deliberate practice application.

### **Community of Practice**

The SCEIC also hosted four Community of Practice symposiums which each met synchronously for five weeks. Each session met for 12-27 hours in total. In all there were ten participants across all four sessions. Topics were selected by participants and the SCEIC provided 75 hours of Community of Practice symposiums. The topical description for each symposium is below.

*September 17- October 15, 2025*

#### **Ethics in Education**

In this first five-week symposium, Ethics in Educational Interpreting: A Community of Practice Model, participants came together to address the persistent professional isolation experienced by educational interpreters and to strengthen ethical decision-making across K–12 settings. Grounded in NAIE’s Code of Ethics and aligned with EIPA expectations, this initiative will convene interpreters in a structured, collaborative environment to examine critical areas of

practice, including role boundaries, confidentiality, professional responsibility, and real-time ethical decision-making. Through facilitated dialogue, case-based analysis, and real-life scenario-driven application, participants will engage in reflective and applied learning that supports the development of consistent, standards-based decision-making. The symposium leverages a Community of Practice framework to foster peer-to-peer learning, shared problem-solving, and sustained professional connections, particularly for interpreters working in geographically dispersed or siloed settings. Outcomes include increased capacity for participants to apply ethical frameworks in complex educational environments, improved consistency in professional practice, and the development of individualized ethical action plans. Additionally, the symposium will establish an ongoing professional network to support continued collaboration, reduce isolation, and promote long-term improvements in the quality and consistency of educational interpreting services.

*November 5 - December 10, 2025*

### **Understanding the IEP and The EI's Role within it.**

Our second symposium in the series, *Understanding the IEP and the Educational Interpreter's Role Within It: A Community of Practice Model*, is designed to strengthen Educational Interpreters' capacity to effectively engage in the Individualized Education Program (IEP) process while addressing the professional isolation frequently experienced in educational settings. In a structured, collaborative environment, examine their roles in IEP development, implementation, and ongoing student support. Through facilitated dialogue, case-based analysis, and IEP application, participants will explore role clarity, ethical

responsibilities, and effective collaboration with multidisciplinary team members, with an emphasis on aligning interpreting services with students' language needs and educational goals while maintaining professional standards and boundaries. Utilizing a Community of Practice framework, the symposium fosters shared learning, peer-to-peer problem-solving, and sustained professional connections among interpreters working in diverse, often siloed environments. Anticipated outcomes include increased confidence and competence in navigating the IEP process, improved consistency in role implementation, and the development of individualized action plans to support equitable access for students. The symposium will also establish a sustainable professional network to promote ongoing collaboration, reduce isolation, and enhance the overall quality and consistency of educational interpreting services.

*January 14 - February 18, 2026*

### **Working in the Education System-Learning the Nuances**

Our third symposium in the series, working in the Education System: Learning the Nuances, is designed to strengthen educational interpreters' understanding of the structures, expectations, and cultural dynamics that shape practice in the K–12 environment, with specific emphasis on interpreters' role as related service providers. Learning how to examine educational systems, their function and how the interpreter's role fits within the broader framework of related services. Through facilitated dialogue, systems-based case analysis, and applied scenario work, participants will explore institutional expectations, communication pathways, role differentiation, and collaborative practices with educators and related service

providers. Emphasis on understanding the interpreter's function within the IEP team as a related service provider, including how that role supports access to instruction while maintaining appropriate professional boundaries and ethical standards. Utilizing a Community of Practice framework, the symposium promotes shared learning, reflective discussion, and peer connection among interpreters working in diverse and often siloed educational settings. Anticipated outcomes include increased participant understanding of educational system structures and the related service provider role under IDEA, improved ability to navigate institutional expectations with clarity and professionalism and strengthened capacity to collaborate effectively within multidisciplinary teams. The symposium will also support the development of a sustained professional network to reduce isolation and enhance consistency and quality in educational interpreting services.

*March 18 - April 15, 2026*

### **Creating the Educational Interpreter Job Description**

Our fourth symposium in the series, *Creating the Educational Interpreter Job Description*, is designed to strengthen educational interpreters' and administrators' understanding of how clearly defined job descriptions shape role clarity, service delivery, compliance, and professional expectations within K–12 educational settings. Grounded in the Individuals with Disabilities Education Act and aligned with EIPA expectations and the National Association of Interpreters in Education's (NAIE's Code of Ethics, this initiative will convene interpreters in a structured Community of Practice to examine the development, alignment,

and implementation of educational interpreter job descriptions as a mechanism for supporting legally compliant and ethically sound practice.

This symposium also responds to recent regulatory developments in South Carolina, where minimum standards for educational interpreters have been established, including a required EIPA performance score of 3.5, successful completion of the EIPA written assessment, and expectations for ongoing professional development and continued educational advancement. Through facilitated dialogue, analysis of the current state and nationwide job descriptions, and scenario-based application, participants will explore role delineation, service expectations, evaluation criteria, and alignment with student access needs and educational goals. Emphasis on developing job descriptions that accurately reflect the interpreter's function as a related service provider, ensure consistency across educational settings, and reduce role ambiguity that can impact service quality and student outcomes.

The symposium will also support the creation of a sustainable professional network committed to improving role clarity, supporting regulatory compliance, and enhancing the quality and consistency of interpreting services in educational environments.

## 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 Office of Special Education Services and several districts throughout the state. Most technical assistance focused on the following key areas:

- South Carolina Interpreter Regulation Advisement and Guidance
  - Districts and agencies asking about turnaround times for the EIPA performance results
  - Whether there are regulation waivers or grandfathering
  - Expectations from an Educational Interpreter perspective
  - Expectations from district administration perspective
  - Responding to numerous inquiries on “how did regulation happen so quickly?”
  - Clarifying the requirement for the EIPA:WT even for nationally certified interpreters
- i-Ready Testing and interpreting accommodations
- Providing interpreting resources for students of different backgrounds and cultures
- Student assessment for spatial referencing and mapping
- Several data requests from the Office of Special Education Services
- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA and the EIPA:WT
- Clarifying that Educational Interpreters are not Communication Facilitators
- Inquiries from districts about educational interpreting pay scales
- Addressing inquiries regarding an Educational Interpreter’s role
- Promoting SCEIC services, events and activities

## SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and Deaf students (Fitzmaurice, 2017). Clemson University with the South Carolina Department of Education have completed a fifth and final year of services through the South Carolina Educational Interpreting Center (SCEIC). The accrued evidence indicates much progress has been made by the SCEIC in identifying the educational interpreting population, assessing their knowledge and skills, and providing mentoring and professional development sessions to address their specific needs. The 2025-2026 outputs by the SCEIC invariably lead to better access, and with improved interpreter abilities, improved outcomes for Deaf students in South Carolina (Cates & Delkamiller, 2021).

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