



South Carolina

EDUCATIONAL INTERPRETING CENTER

Annual Report

(Y4 2024-2025)

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Stephen Fitzmaurice, Ph.D.

Associate Professor of ASL: Interpreting

Department of Languages



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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 2024-2025 funding year (Year 4) with the following highlights:

- Census includes approximately 96 full-time Educational Interpreters working in South Carolina
- 69 active full-time Educational Interpreter SCEIC participants
 - The SCEIC is providing services to 72% of the Educational Interpreters in South Carolina
- 24 EIPA interpreting exams administered in 2024-2025
 - Awaiting 22 sets of EIPA results
 - 96% of SCEIC participants have taken an EIPA examination
- Statewide mean on the EIPA: 3.5
- 17 EIPA written tests proctored in 2024-2025 with a 65% pass rate
 - 78% of Educational Interpreter participants have passed the EIPA: WT
- 42 Educational Interpreter attendees at education sessions
 - Offered 121 hours of professional development
 - Five sessions were cancelled due to inclement weather or lack of participant enrollment
- 36 hours of direct mentoring services provided to five 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 Delkamiller (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).

According to the [National Association of Interpreters in Education](#) (NAIE), South Carolina is one of five states with no minimum EIPA credential requirement. In other words, 90% of states already have a minimum credential requirement to work as an Educational Interpreter. Five states (10%) only require an EIPA 3.0 as the minimum competency standard which *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 & Delkamiller, 2021).* Twenty-two states require a minimum of EIPA 3.5, 14 states require a minimum EIPA 4.0, and four states require national certifications only. Table 1 summarizes these findings:

EIPA Level	States
EIPA 3.0	AR, AL, LA, MS, NJ
EIPA 3.5	AZ, CO, GA, HI, IA, ID, IL, IN, MA, MT, NH, NC, ND, OK, OR, PA, SD, TN, VA, WI, WV, WY
EIPA 4.0	AK, CA, DE, KS, KY, MI, MN, MO, NE, NV, NM, RI, UT, WA
National Cert Only	CT, ME, OH, TX
No Requirements	FL, MD, NY, SC, VT

Table 1. National minimum EIPA scores for credentialing of educational interpreters

In April 2024, the SCEIC conducted a targeted direct outreach to 70 Special Education Directors to determine the number of full-time Educational Interpreters employed in their respective school districts. Self-reported data collected from South Carolina school districts, indicate there were approximately 96 Educational Interpreters serving Deaf students across South Carolina. The following school districts report employing Educational Interpreters: 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.

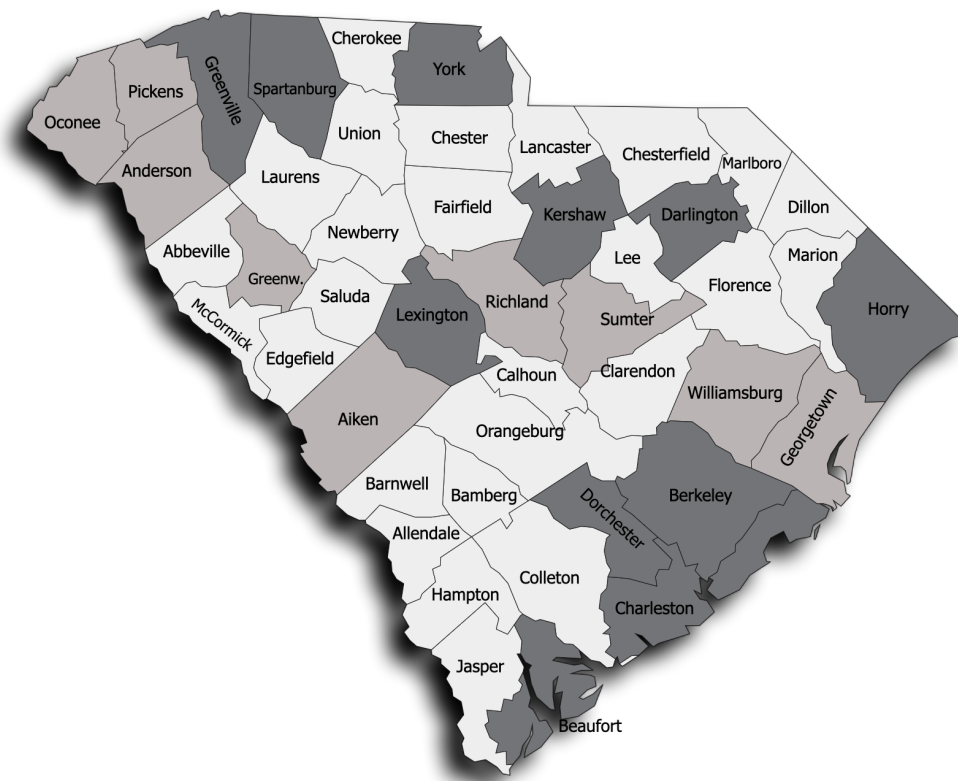


Figure 1. South Carolina school districts employing Educational Interpreters

Of those, 96 Educational Interpreters, 69 are enrolled participants with the SCEIC. This means there are 27 Educational Interpreters (39%) employed in South Carolina school districts who have not voluntarily registered with the SCEIC and are only captured in the overall census collection.

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

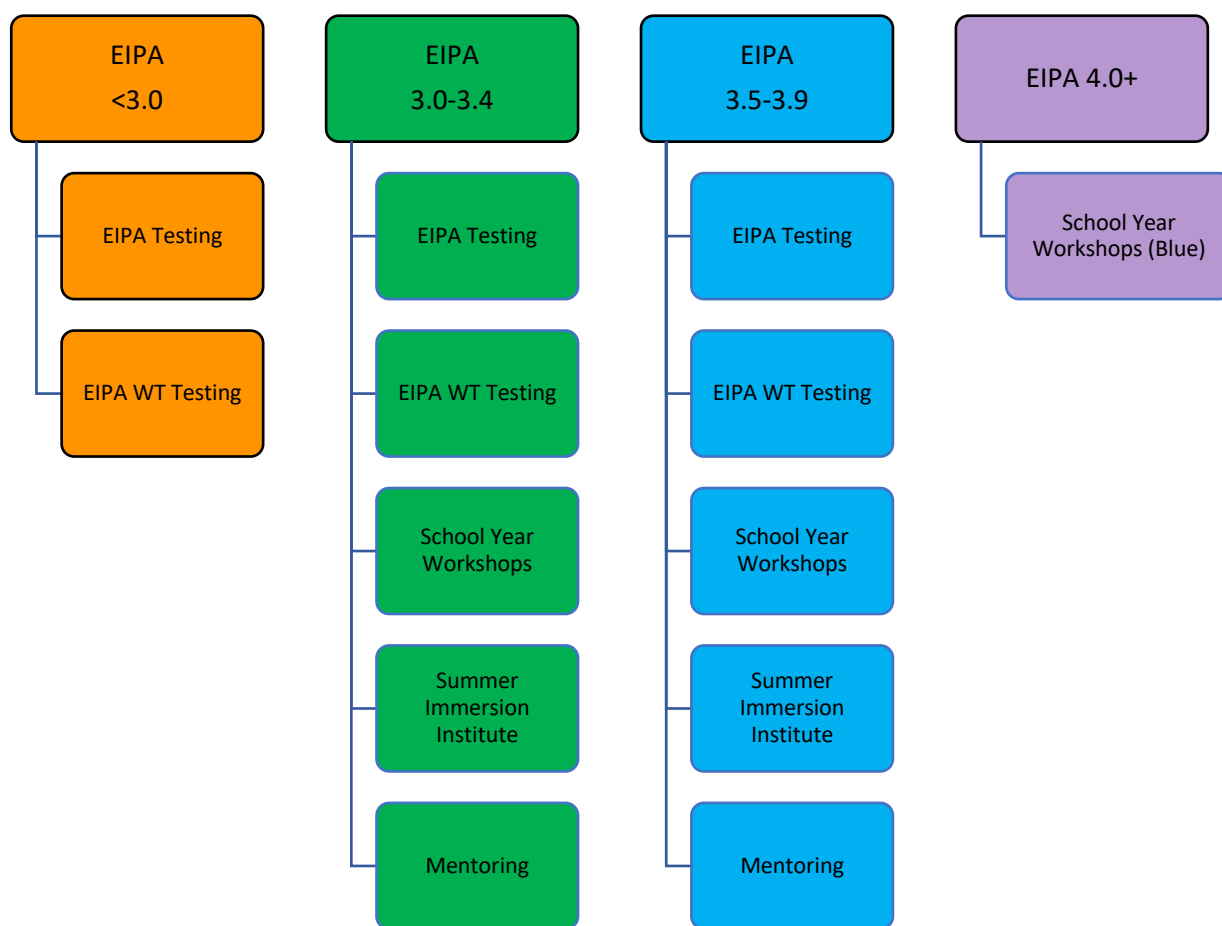


Figure 2. Tier services

Of the 69 SCEIC Educational Interpreter participants, 22% have not taken any type of assessment or scored below an EIPA 3.0 (Orange group). Conversely, 22% of South Carolina's Educational Interpreters have scored between 3.0-3.4 on the EIPA (Green group) and 46% have achieved between EIPA 3.5-3.9 (Blue group). Ten percent of Educational Interpreters having achieved an EIPA 4.0+ (Purple group).

As outlined in Table 2, of the 69 SCEIC participant Educational Interpreters, 78% have a post-secondary degree.

Education Level	Number of Educational Interpreters
Hight school diploma/GED	22%
Associate's degree	24%
Baccalaureate degree	54%

Table 2. Education levels of Educational Interpreters

EDUCATIONAL INTERPRETER ASSESSMENTS

EIPA Performance Assessments

Of the 69 SCEIC Educational Interpreter participants, 15 or 22% have no EIPA score or earned an EIPA score below 3.0. Individuals who score below an EIPA 3.0 are not able to provide a Free and Appropriate Public Education (FAPE) (Cates & Delkamiller, 2021). However, the SCEIC does provide annual testing opportunities for such individuals (see Figure 2).

To combat 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 2024-2025 academic year.

While those Educational Interpreters who have not taken any test has lowered, the SCEIC notes most of those individuals have scored below an EIPA 3.0. The SCEIC continues to be concerned many school districts continue to advertise positions with no minimum interpreting competencies in their advertisements (or some at a very low requirement such as an EIPA 2.5). And it appears many districts continue to hire individuals without requiring them to have any interpreting credential before employment.

The SCEIC made available over 116 testing opportunities. Despite testing being of no cost to the district or the Educational Interpreter, only 24 of the EIPA testing slots were used (21%). Of the 24 Educational Interpreters that took an EIPA

assessment in 2024-2025, twenty-two, are awaiting their EIPA results from the EIPA Diagnostic Center.

Table 3 summarizes overall EIPA score results from 2017-2025 along with 2014 national data.

National versus South Carolina EIPA Results of Educational Interpreters

	National 2014	South Carolina						
		2017	2018	2019	2020	2023	2024	2025
No Test		19%	23%	13%	9%	22%	11%	5%
EIPA: <3.0*	16%	20%	20%	12%	8%	13%	12%	17%
EIPA: 3.0-3.4	42%	23%	29%	34%	40%	24%	25%	22%
EIPA: 3.5-3.9	40%	17%	19%	34%	31%	27%	39%	46%
EIPA: 4.0+		21%	9%	7%	12%	14%	12%	10%
Population Size	8,680	101	116	112	130	93	89	69

Table 3. National versus South Carolina EIPA Results of Educational Interpreters

It is also noted the reduction in the number of Educational Interpreters working in public schools. Due in large part to retirement, the system has lost approximately twenty Educational Interpreters this last academic year. Of those, four highly qualified Educational Interpreters at the EIPA 4.0+ level have left the education system to either retire or leave the education system. With the current EIPA results, the **statewide mean on the EIPA examination is 3.5**. Again, it warrants noting that many of the full-time Educational Interpreter population have not registered with the SCEIC, therefore we are unsure on their performance score.

Figure 3 notes the annual increase in the mean EIPA score for the state, and Figure 4 illustrates the current EIPA score distribution for the state.

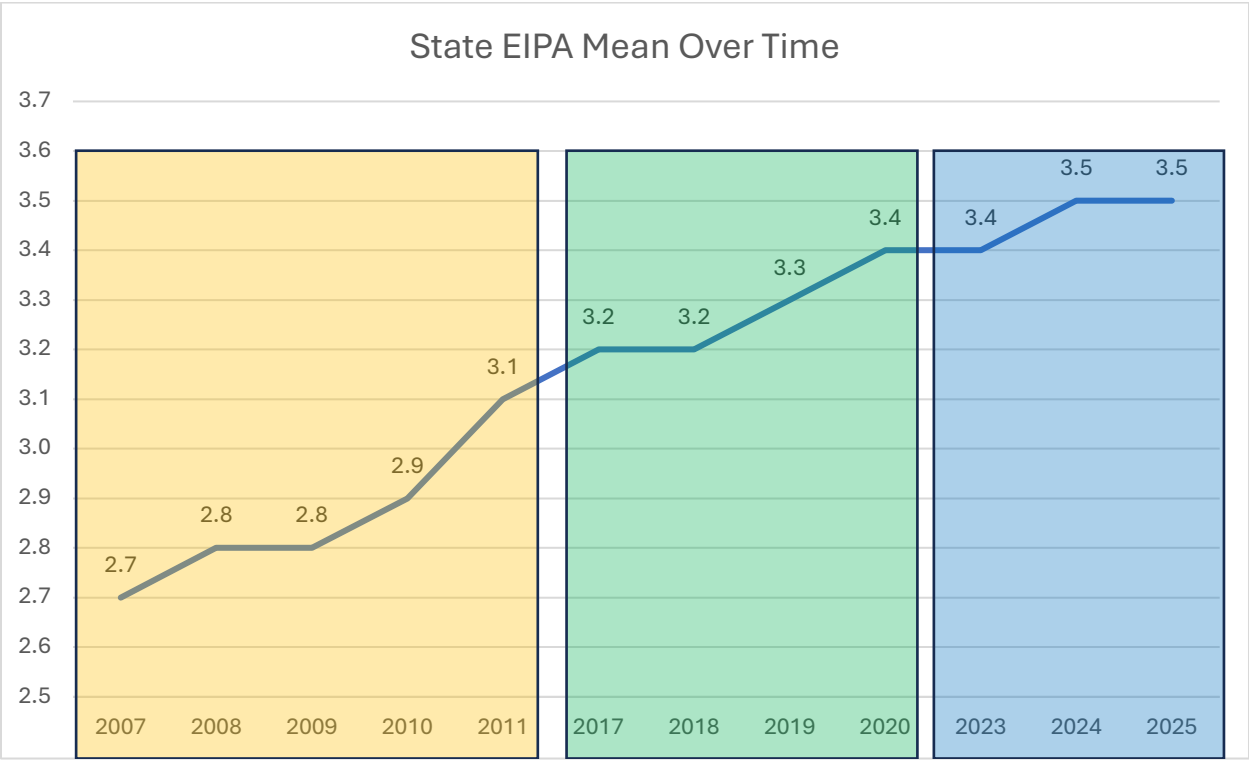


Figure 3. Statewide EIPA mean over time

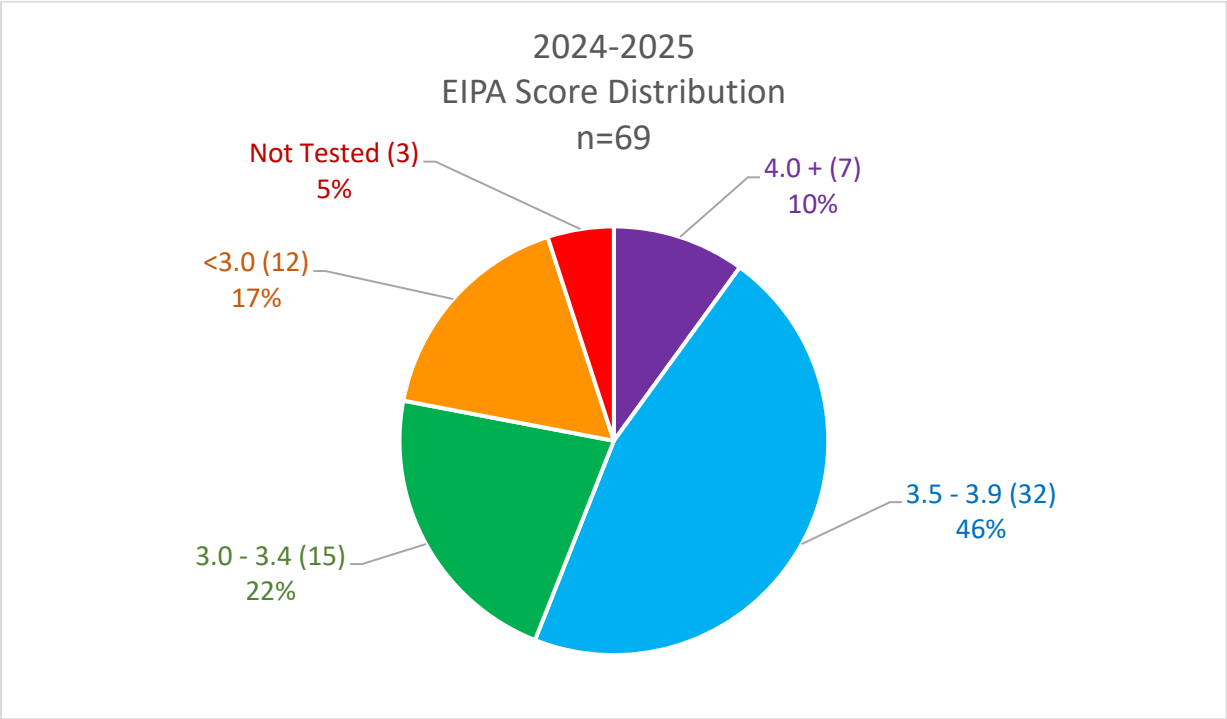


Figure 4. Percentage of population assigned to each tier

To examine the specific professional development needs of Educational Interpreters, the SCEIC has detailed the mean score for each competency. The EIPA Diagnostic Center 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 4 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 4. 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 5 specifies the 2024-2025 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	2020 Mean	2023 Mean	2024 Mean	2025 Mean	Mean Change
ROMAN I	A. Stress Important Words	3.2	3.2	3.2	3.3	0.1
	B. Affect/Emotions	3.3	3.3	3.3	3.4	0.1
	C. Register	2.9	2.9	3.0	3.1	0.2
	D. Sentence Boundaries	3.4	3.5	3.5	3.6	0.2
	E. Boundaries Indicated	3.2	3.3	3.4	3.5	0.3
	F. Non-Manual Markers	2.5	2.6	2.8	2.9	0.4
	G. Verb Directionality/Pronominalization	3.1	3.4	3.5	3.6	0.5
	H. Comparison/Contrast	2.7	3.0	3.0	3.1	0.4
	I. Classifiers	2.4	2.8	2.9	3.0	0.6
	J. Grammar	2.8	3.1	3.1	3.2	0.4
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a	n/a
	L. Mouthing	4.5	4.8	4.9	4.9	0.4
ROMAN I MEAN		3.1	3.3	3.3	3.4	0.3
ROMAN II	A. Signs (Recognition)	3.1	3.3	3.4	3.4	0.3
	B. Fingerspelling/Numbers	2.4	2.7	2.7	2.9	0.5
	C. Register	2.8	2.9	3.0	3.0	0.2
	D. Non-Manual Markers	2.5	2.6	2.6	2.7	0.2
	E. Rate, Rhythm, Fluency	3.0	3.2	3.2	3.3	0.3
	F. Sentence/Clausal Boundaries	2.9	3.0	3.1	3.2	0.3
	G. Sentence Types	2.7	2.9	3.0	3.1	0.4
	H. Emphasize Important Words	2.7	2.8	2.9	2.9	0.2
	I. English Word Selection	2.8	3.1	3.1	3.2	0.4
	J. No Extraneous Sounds	2.7	3.0	3.1	3.1	0.4
ROMAN II MEAN		2.8	3.0	3.0	3.1	0.3
ROMAN III	A. Amount of Sign Vocabulary	4.5	4.9	4.9	4.9	0.4
	B. Signs Made Correctly	4.4	4.6	4.7	4.7	0.3
	C. Fluency	4.9	4.6	4.6	4.7	(0.2)
	D. Vocabulary Consistent with System	4.2	4.6	4.7	4.7	0.5
	E. Key Vocabulary Represented	3.1	3.2	3.4	3.5	0.4
	F. Fingerspelling Production	4.0	4.5	4.4	4.5	0.5
	G. Spelled Correctly	4.1	4.6	4.7	4.7	0.6
	H. Appropriate Use of Fingerspelling	3.0	2.9	3.1	3.2	0.2
	I. Numbers	4.7	4.9	4.9	4.9	0.2
ROMAN III MEAN		4.1	4.3	4.4	4.4	0.3
ROMAN IV	A. Eye Contact	3.2	3.4	3.4	3.5	0.3
	B. Whole English to Sign	2.8	3.0	3.1	3.2	0.4
	C. Whole Sign to English	2.6	2.8	2.9	3.0	0.4
	D. Decalage English to Sign	2.7	2.8	2.9	3.0	0.3

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

Table 5. 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.

According to the [National Association of Interpreters in Education](#) (NAIE), 47% of states that require minimum performance competencies for Educational Interpreters also require the EIPA:WT. In the 2024-2025 academic year, the SCIEC provided a total of 60 EIPA: WT testing spots yet only 17 EIPA: WT tests were administered (28%). To date, 78% of full-time South Carolina Educational Interpreters have passed the EIPA: WT. Table 6 represents the passing percentage of Educational Interpreters taking the EIPA: WT that academic year.

EIPA: WT passing percentage by year

	2017	2018	2019	2020	2023	2024	2025
	Pass %	Pass %	Pass %	Pass %	Pass %	Pass %	Pass %
TOTAL	76%	55%	81%	75%	86%	60%	65%

Table 6. EIPA: WT Testing by Year

EDUCATION

The SCEIC hosted a weeklong summer immersion and planned 12 professional development opportunities for Educational Interpreters totaling **over 121 hours of professional development**. Unfortunately, three sessions were canceled because of a lack of participant enrollment and two sessions were canceled due to inclement weather conditions. The summer immersion and professional development opportunities had a total of **42 attendees**. According to the [National Association of Interpreters in Education](#) (NAIE), 64% of states have continuing education requirements averaging 17 hours per year.

Learning objectives for the 2024-2025 education sessions were selected based on SCEIC EIPA results from 2023-2024, 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 7 identifies the state mean in each performance competency and the number of educational/mentoring sessions in the 2024-2025 academic year that addressed each specific competency.

EIPA Competencies and Education/Mentoring Sessions Addressing the Competency					
DOMAIN	COMPETENCY		2025 MEAN	2020 CHANGE	COMPETENCY
ROMAN I	A	Stress Important Words	3.3	0.1	### //
	B	Affect/Emotions	3.4	0.1	//
	C	Register	3.1	0.2	//
	D	Sentence Boundaries	3.6	0.2	/
	E	Boundaries Indicated	3.5	0.3	//
	F	Non-Manual Markers	2.9	0.4	//
	G	Verb Directional/Pronominalization	3.6	0.5	////
	H	Comparison/Contrast	3.1	0.4	### ////
	I	Classifiers	3.0	0.6	### ///
	J	Grammar	3.2	0.4	###
	K	Eng. Morphological Marking	n/a	n/a	
	L	Mouthing	4.9	0.4	
ROMAN II	A	Signs	3.4	0.3	### //
	B	Fingerspelling/Numbers	2.9	0.5	////
	C	Register	3.0	0.2	### ///
	D	Non-Manual Behaviors	2.7	0.2	### ###
	E	Rate, Rhythm, Fluency	3.3	0.3	### //
	F	Sentence/clause Boundaries	3.2	0.3	### ///
	G	Sentence Types	3.1	0.4	### ### /
	H	Emphasize Important Words	2.9	0.2	//
	I	English Word Selection	3.2	0.4	
	J	No Extraneous Sounds	3.1	0.4	
ROMAN III	A	Amt Sign Vocabulary	4.9	0.4	### /
	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	3.5	0.4	### //
	F	F/S Production	4.5	0.5	###
	G	Spelled Correctly	4.7	0.6	/
	H	App Use of Fingerspelling	3.2	0.2	### /
	I	Numbers	4.9	0.2	
ROMAN IV	A	Eye Contact	3.5	0.3	
	B	Whole V-S	3.2	0.4	### //
	C	Whole S-V	3.0	0.3	
	D	Decalage V-S	3.0	0.3	//
	E	Decalage S-V	2.9	0.4	
	F	Principles of Discourse Mapping	2.1	0.3	### ///
	G	Who Speaking	3.3	0.5	

Table 7. EIPA Competencies & Education Sessions Addressing Competencies

Education Session Attendance

The number of Educational Interpreters attending each 2024-2025 SCEIC event is detailed in Table 8.

Date	Hours	Topic	Tier	Attendance
14-19 July 2024	32.5	Summer Immersion	Green	5
	32.5	Summer Immersion	Blue	5
14 September 2024	-	Fingerspelling More, More, More	Green	0
	-	Facet, Explain by Examples and Contrasting	Blue	0
05 October 2024	8	Fingerspelling More, More, More	Green	5
	8	Describe then Do	Blue	5
09 November 2024	8	Classifiers Friend or Foe	Green	3
	8	Use of 3D Space part 1	Blue	4
11 January 2025	-	What Big Eyebrows You Have	Green	weather
	-	Role of Reiteration	Blue	weather
22 February 2025	-	Oh Goal, Where art thou?	Green	0
	8	Scaffolding	Blue	7
22 March 2025	8	You Want 3D That Will be Extra Charge	Green	1
	8	Use of 3D Space Part 2	Blue	7
TOTAL	121 hours of professional development			42

Table 8. Education Sessions Attendance

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. At present, the Green population comprises 20% of the Educational Interpreters registered with the SCEIC. Blue Educational Interpreters have scored between 3.5-3.9 on the EIPA demonstrating they have some interpreting skills. At

present, Blue represents 46% of the Educational Interpreter population in this Tier group and sessions focus on improving interpreting skills.

Education Sessions Descriptions, Competencies, Evaluation

Summer Immersion Green Education Sessions (EIPA 3.0-3.4)

15 July 2024

Clemson University Summer Immersion

Dr. Whitney Weirick

Coffee Chat: Creating Community Through Storytelling and Fingerspelling (Skills)

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II A: Signs
- II B: Fingerspelling and Numbers
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly

III C: Fluency

Session Evaluation:

1. The session was well prepared for and organized:	4.50
2. The session built an understanding of concepts and principles:	4.50
3. The session had clearly stated objectives:	4.50
4. The AV materials were supportive of the subject matter:	4.50
5. My trainer communicated a clear understanding of course content:	4.50
6. My trainer(s) helped me apply theory to solve problems:	4.75
7. The instructional level of this session met my expectations	4.50
8. The trainer addressed my needs to my satisfaction	4.25
9. I will incorporate the skills gained from this session into my work:	4.25
10. This session will contribute to my professional growth:	4.50
11. This session will motivate me to seek further continuing education:	4.50
12. This session was outstanding:	4.25

15 July 2024

Clemson University Immersion

Dr. Whitney Weirick

Preheat and Prep: The Power of Prediction in English to ASL Interpretation (Skills)Session

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- I A: Stress Important Words
- I H: Comparison/Contrast
- II D: Non-Manual Behaviors
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III B: Signs Made Correctly

Session Evaluation:

1. The session was well prepared for and organized:	4.60
2. The session built an understanding of concepts and principles:	4.60
3. The session had clearly stated objectives:	4.80
4. The AV materials were supportive of the subject matter:	4.60
5. My trainer communicated a clear understanding of course content:	4.80
6. My trainer(s) helped me apply theory to solve problems:	4.60
7. The instructional level of this session met my expectations	4.40
8. The trainer addressed my needs to my satisfaction	4.40
9. I will incorporate the skills gained from this session into my work:	4.60
10. This session will contribute to my professional growth:	4.60
11. This session will motivate me to seek further continuing education:	4.60
12. This session was outstanding:	4.40

15 July 2024

Clemson University Immersion

Dr. Whitney Weirick

Let's Get Cookin'! The ASL to English Expression Session (Skills)

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills,

challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II A: Signs
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency

Session Evaluation:

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.50 |
| 2. The session built an understanding of concepts and principles: | 4.50 |
| 3. The session had clearly stated objectives: | 4.25 |
| 4. The AV materials were supportive of the subject matter: | 4.50 |
| 5. My trainer communicated a clear understanding of course content: | 4.50 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.50 |
| 7. The instructional level of this session met my expectations | 4.25 |
| 8. The trainer addressed my needs to my satisfaction | 4.25 |
| 9. I will incorporate the skills gained from this session into my work: | 4.25 |
| 10. This session will contribute to my professional growth: | 4.25 |
| 11. This session will motivate me to seek further continuing education: | 4.50 |
| 12. This session was outstanding: | 4.50 |
-

15 July 2024
Clemson University Immersion
Dr. Whitney Weirick

The Cool Down: Using Research to get the Support you need so Students Succeed!

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II G: Sentence Types
- II H: Emphasize Important Words
- IV B: Whole V-S
- IV D: Decalage V-S
- IV F: Principles of Discourse Mapping

Session Evaluation:

- | | |
|---|------|
| 1. The session was well prepared for and organized: | 4.60 |
| 2. The session built an understanding of concepts and principles: | 4.60 |
| 3. The session had clearly stated objectives: | 4.80 |
| 4. The AV materials were supportive of the subject matter: | 4.60 |
| 5. My trainer communicated a clear understanding of course content: | 4.80 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.60 |
| 7. The instructional level of this session met my expectations | 4.40 |
| 8. The trainer addressed my needs to my satisfaction | 4.40 |

9. I will incorporate the skills gained from this session into my work:	4.60
10. This session will contribute to my professional growth:	4.60
11. This session will motivate me to seek further continuing education:	4.60
12. This session was outstanding:	4.40

15 July 2024
Clemson University Immersion
Dr. Kim Kurz
Key Vocabulary

This session was designed to assist Educational Interpreters with developing a robust understanding of essential vocabulary terms across various subjects while diving into the educational environment’s demands of language accessibility. Educational Interpreters learned techniques to convey complex concepts clearly and accurately. Hands-on practice interpreting subject-specific terminology to enhance student comprehension was used for classroom application.

Competencies:

- I A: Stress Important Words
- III E: Key Vocabulary Represented
- III F: Fingerspelling Production
- III H: Appropriate Use of Fingerspelling

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.80
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:	4.80
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	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

15 July 2024
Clemson University Immersion
Dr. Kim Kurz
Fingerspelling Skills

This workshop focused on strategies to increase speed, accuracy, and clarity all key attributes for Deaf children to learn to be successful in mainstream environments. Educational Interpreters participated in hands-on exercises to practice fingerspelling in real-time scenarios aimed at improving Deaf children’s access to the classroom curriculum.

Competencies:

- III B: Sign Made Correctly
- III C: Fluency
- III D: Vocab with System
- II F: F/S Production
- II H: App Use of FS

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.80
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:	4.80
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	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

15 July 2024
Clemson University Immersion
Dr. Kim Kurz
Space and Classifiers

Throughout this workshop, Educational Interpreters will work towards mastering the use of spatial referencing to provide clear and contextually accurate interpretations. In addition, EI's will practice the role of classifiers in conveying detailed information while engaging in practical activities to apply space and classifiers effectively in your interpretations.

Competencies:

I C: Register

I H : Compare/Contrast

I I: Classifiers

IV F: Principles of Discourse Mapping

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	5.00
4. The AV materials were supportive of the subject matter:	4.80
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	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:	4.80

Summer Immersion Blue Education Sessions (EIPA 3.5-3.9)

16 July 2024

Clemson University Immersion

Dr. Whitney Weirick

Creating Community Through Storytelling and Fingerspelling (Skills)

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills,

challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II A: Signs
- II B: Fingerspelling and Numbers
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency

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

16 July 2024

Clemson University Immersion

Dr. Whitney Weirick

Preheat and Prep: The Power of Prediction in English to ASL Interpretation (Skills)Session

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- I A: Stress Important Words
- I H: Comparison/Contrast
- II D: Non-Manual Behaviors
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III B: Signs Made Correctly

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

16 July 2024

Clemson University Immersion

Dr. Whitney Weirick

Let's Get Cookin'! The ASL to English Expression Session (Skills)

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II A: Signs
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency

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 |
-

16 July 2024
Clemson University Immersion
Dr. Whitney Weirick

The Cool Down: Using Research to get the support you need so Students Succeed!

Participants engaged in authentic explorations of how to better support diverse Deaf students, all of whom have unique needs— linguistically, academically and culturally. They “zoomed in” and “zoomed out” to empower themselves as practice professionals to examine their skills, challenge their assumptions, and reframed interpreting work as related service providers, all with the goal of better supporting the students we serve.

Sessions and activities were differentiated slightly for each group (green and blue) based on observed skill levels, formative assessment and on-going participant feedback.

Competencies:

- II G: Sentence Types
- II H: Emphasize Important Words
- IV B: Whole V-S
- IV D: Decalage V-S
- 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:	5.00
12. This session was outstanding:	5.00

16 July 2024
Clemson University Immersion
Dr. Kim Kurz
Key Vocabulary

This session was designed to assist Educational Interpreters with developing a robust understanding of essential vocabulary terms across various subjects while diving into the educational environment's demands of language accessibility. Educational Interpreters learned techniques to convey complex concepts clearly and accurately. Hands-on practice interpreting subject-specific terminology to enhance student comprehension was used for classroom application.

Competencies:

- I A: Stress Important Words
- III E: Key Vocabulary Represented
- III F: Fingerspelling Production
- III H: App Use of Fingerspelling

Session Evaluation:

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

16 July 2024
Clemson University Immersion
Dr. Kim Kurz
Fingerspelling Skills

This workshop focused on strategies to increase speed, accuracy, and clarity all key attributes for Deaf children to learn to be successful in mainstream environments. Educational Interpreters participated in hands-on exercises to practice fingerspelling in real-time scenarios aimed at improving Deaf children’s access to the classroom curriculum.

Competencies:

- III B: Sign Made Correctly
- III C: Fluency
- III D: Vocab with System

II F: F/S Production

II H: App Use of FS

Session Evaluation:

1. The session was well prepared for and organized:	4.80
2. The session built an understanding of concepts and principles:	5.00
3. The session had clearly stated objectives:	4.80
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:	4.80
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	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

16 July 2024
Clemson University Immersion
Dr. Kim Kurz
Space and Classifiers

Throughout this workshop, Educational Interpreters will work towards mastering the use of spatial referencing to provide clear and contextually accurate interpretations. In addition, EI's will practice the role of classifiers in conveying detailed information while engaging in practical activities to apply space and classifiers effectively in your interpretations.

Competencies:

- I C: Register
- I H : Compare/Contrast
- I I: Classifiers
- 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: | 5.00 |
| 12. This session was outstanding: | 5.00 |
-

Summer Immersion Combined Green & Blue Sessions (EIPA 3.0-3.9)

17 July 2024

Clemson University Immersion

Dr. Julie Macker

Using classifiers, non-manual markers, sign space, and modulation through the lens of yoga

In this exciting and innovative workshop, participants delved into the intricate nuances of physical expression, unlocking new dimensions of communication and mental flexibility through the lens of yoga. Specific areas of linguistic focus included classifiers, non-manual markers, sign space, and modulation. In addition, educational interpreters notably hold stress and tension in various parts of their bodies. Strategies to release tension and manage stress were provided through experiential learning.

Competencies:

- I B: Affect/Emotions
- I F: Non-Manual Markers
- I I: Classifiers
- III E: Key Vocab Represented

Session Evaluation:

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

18 July 2024
Clemson University Immersion
Jennifer Place-Lewis
Undercooking Ethics

This session was designed promote ethical reasoning by way of scenarios that were discussed for consideration and implementation as needed.

Competencies:

- II C: Register
- II D: Non-Manual Behaviors
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency

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: | 4.75 |
| 4. The AV materials were supportive of the subject matter: | 5.00 |
| 5. My trainer communicated a clear understanding of course content: | 5.00 |
| 6. My trainer(s) helped me apply theory to solve problems: | 4.80 |
| 7. The instructional level of this session met my expectations | 5.00 |
| 8. The trainer addressed my needs to my satisfaction | 4.80 |
| 9. I will incorporate the skills gained from this session into my work: | 5.00 |
| 10. This session will contribute to my professional growth: | 5.00 |
| 11. This session will motivate me to seek further continuing education: | 5.00 |
| 12. This session was outstanding: | 4.00 |

18 July 2024
Clemson University Immersion
Dr. Stephen Fitzmaurice
Getting What You Need

This session created scenarios allowing the participants to solve problems in real classroom setting situations. The workshop allowed for properly educating the attendees in their role as an Educational Interpreter and exposing them to the extreme disadvantage of the Deaf student's experience. Self-advocacy and effective communication strategies were discussed and implemented in common scenes experienced by Educational Interpreters.

Competencies:

- II A: Signs
- II B: Fingerspelling and Numbers
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types

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	4.80
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

19 July 2024
Clemson University Immersion
Dara Baril
South Carolina Department of Mental Health

The mission of services to Deaf and Hard of Hearing people within the South Carolina Department of Mental Health is to provide a statewide system of care for the delivery of mental health services which promote recovery and allow enhanced mental functioning for Adults, Children and Families where Deafness presents a significant cultural and/or linguistic barrier. As a national leader in the mental health service delivery to Deaf and Hard of Hearing people (and their families), SCDMH provides: Community -based mental health services to Deaf and Hard of Hearing people who reside in each county of South Carolina.

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	4.80
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

19 July 2024
Clemson University Immersion
Dr. Stephen Fitzmaurice
The Realistic Role Metaphor for Educational Interpreters

What is the Role of an Educational Interpreter? In this workshop Educational Interpreters explored defining roles versus responsibilities in accordance to the National Association of Interpreters in Education. Participants also analyzed different Role types, the system's view of an Educational Interpreter all while meeting the needs of the Deaf student.

Competencies:

- I H: Comparison/Contrast
- I J: Grammar
- II A: Signs
- II B: Fingerspelling and Numbers
- II C: Register
- II D: Non-Manual Behaviors
- II E: Rate, Rhythm, Fluency
- II F: Sentence/Clausal Boundaries
- II G: Sentence Types
- III A: Amt of Sign Vocabulary
- III B: Signs Made Correctly
- III C: Fluency
- III D: Vocabulary Consistent with System
- 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: | 4.75 |
| 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

Academic Year Green Education Sessions (EIPA 3.0-3.4)

14 September 2024

Greenville, South Carolina

Note: This session was cancelled due to no registrations

Jonathan Silva

Fingerspelling More, More, More

ASL has linguistic rules for the use of fingerspelling and those rules apply even when interpreting in the K-12 setting. The EIPA specifically assesses an interpreter's command of fingerspelling in terms of application, production, and understanding. If educational interpreters can properly ascertain the "when" and the "how" of fingerspelling, they are well on their way to creating a robust work product that will reflect well on the EIPA.

Competencies:

- I A: Stress and Emphasis
- III E : Key Vocab Represented
- III F: Fingerspelling Production
- III G: Spelled Correctly
- III H: Appropriate Use of Fingerspelling

Session Evaluation:

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

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

05 October 2024
Columbia, South Carolina
Jonathan Silva
Incoming!

One of the most common struggles among educational interpreters is introducing incoming information that is clearly distinct from the preceding thought. Deaf adults who rely on interpreting services note that they often struggle to distinguish when a speaker has moved onto a new thought, because it is not marked by the interpreter. When working in K-12, it is imperative that Educational Interpreters mark new information in an interpretation, as well as rely upon previously established information to form a cohesive interpretation. In this workshop participants unpacked the art of transitions and sequencing when people use repetition and will discuss how that applies to interpreting in educational settings.

Competencies:

- I D: Sentence Boundaries
- I E: Boundaries Indicated

I F: Non-Manual Markers
 I G: Verb Directional/Pronominalization
 I H : Comparison/Contrast
 I I: Classifiers
 I J: Grammar
 IV B: Whole V-S
 IV F: Discourse Mapping

Session Evaluation:

1. The session was well prepared for and organized:	4.60
2. The session built an understanding of concepts and principles:	4.80
3. The session had clearly stated objectives:	4.60
4. The AV materials were supportive of the subject matter:	4.60
5. My trainer communicated a clear understanding of course content:	5.00
6. My trainer(s) helped me apply theory to solve problems:	4.80
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	4.80
9. I will incorporate the skills gained from this session into my work:	4.80
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	5.00
12. This session was outstanding:	5.00

09 November 2024
 Charleston, South Carolina
 Jonathan Silva
 Classifiers Friend or Foe

We hear about classifiers often and there are ample training opportunities to learn about them. Yet there is still such struggle to work classifiers into our interpretations. Why is that? Join us as we delve into the world of classifiers and identify common errors when attempting to employ

them in our work. We will work to develop appropriate use of classifiers that will serve to strengthen the clarity of our message.

Competencies:

- I G: Verb Directional/Pronominalization
- I H : Comparison/Contrast
- I I: Classifiers

Session Evaluation:

1. The session was well prepared for and organized:	4.70
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:	2.30
5. My trainer communicated a clear understanding of course content:	2.00
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:	4.70
12. This session was outstanding:	5.00

11 January 2025

Greenville, South Carolina

Note: This session was cancelled due inclement weather

Jonathan Silva

What Big Eyebrows You Have! All the Better to Communicate with You!

Interpreters aiming to perform well on the EIPA must understand and employ non-manual aspects in ASL. While we often think about mouth morphemes, it is crucial to recognize the function our eyebrows have while working into ASL. We can mark sentence types at the beginning of an utterance simply by raising or furling our eyebrows, demonstrate affect, indicate importance, and so much more. Appropriate use of our eyebrows is critical in creating a cohesive interpreted product.

Competencies:

- I A: Stress Important Words
- I B: Affect/Emotions
- I E: Boundaries Indicated

Session Evaluation:

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

22 February 2025
Columbia, South Carolina
Note: This session was cancelled due to no registrations
Jonathan Silva
Oh Goal, Where Art Thou?

Interpreting is best served when it is goal driven. This means that certain aspects or production pieces within the interpretation conform to meet the goal of the speaker and environment.

What impact does this have on our work in the K-12 setting, on the EIPA? Together we will identify just how the work is molded and shaped by the educational arena.

Competencies:

III E: Key Vocab Represented
IV B: Whole V-S

Session Evaluation:

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

22 March 2025
Charleston, South Carolina
Jonathan Silva
You Want 3D? That'll be an Extra Charge

The use of space in ASL may just be the most difficult aspect of learning ASL as a second language. Interpreters often produce their message in a linear manner that follows the typical outline of a spoken message. This approach is not optimal when using ASL and in fact could present barriers for children who do not yet have a fluent command of ASL. Join us as we take a practical look into the use of space and develop tangible strategies for incorporating it into our work.

Competencies:

- I G: Verb Directional/Pronominalization
- I H : Comparison/Contrast
- I I: Classifiers

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: | 4.00 |
| 5. My trainer communicated a clear understanding of course content: | 4.00 |
| 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 |

Academic Year Blue Education Sessions (EIPA 3.5-3.9)

14 September 2024

Greenville, South Carolina

Note: This session was cancelled due to no registration.

Dr. Deb Cates

Facet, Explain by Examples, and Contrasting

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, explaining 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 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:

- I A: Stress Important Words
- III E: Key Vocab Represented
- III H: Appropriate Use of Fingerspelling

Session Evaluation:

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

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

05 October 2024
Columbia, South Carolina
Dr. Deb Cates
Describe then Do

In this workshop, we will explore the ASL discourse feature describe, then, do. This feature is a descriptive moniker for adverbial phrases in ASL. In other words, describe, then, do provides information about an action and the manner in which the action is/was performed. This discourse feature, previously termed an “expansion techniques”, is a feature of native ASL discourse that has beneficial application in the classroom for interpreting everything from physical education to physical science. On the EIPA, describe, then, do relates to an interpreter’s use of directional verbs and overall competence with ASL grammar. We will analyze native ASL discourse for examples of this feature, identify appropriate times for its use in interpretation from English to ASL, and practice using it in our work.

Competencies:

I G: Verb Directionality

I J: Grammar

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:	4.00
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

09 November 2024
Charleston, South Carolina
Deb Cates
Use of 3D Space in ASL Part 1

ASL is a visuospatial language. This workshop will delve into linguistic definitions of different uses of space. Participants will have an opportunity to analyze native ASL discourse for each type of space, to discuss how the use of space creates cohesion within a discourse, and to analyze different kinds of spatial maps in ASL that lend themselves to the organization of information.

Competencies:

- I H: Comparison/Contrast
- I I: Classifiers
- I J: Grammar
- IV B: Whole V-S
- 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: | 4.80 |
| 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: | 4.80 |
| 12. This session was outstanding: | 5.00 |

11 January 2025

Greenville, South Carolina

Note: This session was cancelled due to no registrations

Deb Cates

The Role of Reiteration

Have you ever been interpreting for someone who keeps repeating the same thing over ...and over. And over again? In the classroom. Has that ever elicited a “KNOW FINISH” from a student? While it may seem tedious, repetition plays a critical role in the development of cohesion within a discourse, and in coherence across discourses. In this workshop, we will analyze the function and form of repetition in English and ASL educational texts. We will analyze cultural differences between the ways in which Deaf and hearing people use repetition and will discuss how that applies to interpreting in educational settings.

Competencies:

IV B: Whole V-S

IV F: Principles of Discourse Mapping

Session Evaluation:

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

22 February 2025
Columbia, South Carolina
Deb Cates
Scaffolding

Although it has been identified as an “expansion technique” in ASL, scaffolding is a universal feature of discourse that is critical for developing coherence between users of a language. Interpreters in education are already familiar with scaffolding as a concept in curriculum-the idea is that new knowledge is built upon existing knowledge. However, curriculum is designed with certain expectations for the learner’s fund of knowledge. Deaf and hard of hearing students are frequently deprived of both language and information that is readily accessible to hearing people through incidental learning. In this workshop, we will explore what scaffolding looks like in ASL discourse. We will analyze English instructional texts for assumed fund of knowledge and will discuss how scaffolding in our interpreting can support addressing fund of knowledge gaps.

Competencies:

III E: Key Vocabulary Represented

IV B: Whole V-S

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: | 4.80 |
| 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: | 4.80 |

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

22 March 2025
Charleston, South Carolina
Deb Cates
Use of 3D Space in ASL Part 2

In this practical application session, participants will have the opportunity to review the uses of space in ASL before practicing. Using live classroom recordings, interpreters will have the opportunity to work between English and ASL to translate linear, auditorily presented information into layered visuospatial structures. Practice during the workshop will help interpreters identify their own areas of weakness with the application of use of space.

Competencies:

- I H: Comparison/Contrast
- I I: Classifiers
- I J: Grammar
- IV B: Whole V-S
- 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:	4.80
7. The instructional level of this session met my expectations	5.00
8. The trainer addressed my needs to my satisfaction	5.00
9. I will incorporate the skills gained from this session into my work:	5.00
10. This session will contribute to my professional growth:	5.00
11. This session will motivate me to seek further continuing education:	4.80
12. This session was outstanding:	4.80

Presenter Biographies

Baril, Dara, M.A.

Dara is the Director of Deaf Services at the South Carolina Department of Mental Health where she oversees a team of psychiatrists, mental health counselors, nurses, case managers, and administrative support staff specialize in providing support to both Deaf children and adults alike.

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).

Fitzmaurice, Stephen, Ph.D.

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

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.

Macker, Julie, Ph.D.

Julie Macker (she/her) is a nationally certified bilingual school psychologist (English/ASL) and a National Board-Certified teacher of the Deaf with 25 years of experience in the educational setting. She possesses a deep understanding of communication dynamics and the nuances of language accessibility. Dr. Macker is also a registered yoga teacher, with over 500 hours of training in trauma-informed techniques. Certified in various specialized areas including restorative yoga, children's yoga, yoga for larger bodies, yoga for amputees, and yoga for individuals coping with PTSD and eating disorders, she brings a unique blend of mindfulness and skill-building to her workshops.

Dr. Macker is passionate about somatic therapies and holistic approaches to wellness.

Outside of her professional commitments, she enjoys reading, crocheting, roller skating, pole fitness (including teaching pole yoga!), and belly dancing.

Place- Lewis, Jennifer, M.S.

Jennifer Place-Lewis is the Project Director for the South Carolina Educational Interpreting Center (SCEIC). A licensed deaf educator and nationally certified interpreter, Ms. Place-Lewis, began her educational career at Ball State University in Muncie, Indiana. From there, Jennifer obtained her master's degree from McDaniel College, formerly Western Maryland College, where she diligently pursued her passion for teaching deaf children in their native language of ASL within a Bi-Lingual/Bi-cultural philosophical environment. With experiences taking her from the classroom to interpreting in government, higher education, VRS and VRI and designing curriculum, Jennifer has always maintained a hand in the Educational Interpreting Field. Ms. Place-Lewis' continued passion for Deaf Children's Rights to communication and educational access, via interpreting services, is paramount with the most important example we can provide as exceptionally dedicated and professional interpreters is our willingness to develop ourselves.

Silva, Jonathon

Jonathan Silva is a heritage user of ASL who a professional interpreter has been for over 15 years. Having several master level scores on the EIPA, Jonathan has been mentoring interpreters to achieve an EIPA 4.0 or higher for several years and has yielded great

results. Jonathan is dedicated to ensuring the educational outcomes of Deaf children relying on Educational Interpreters.

Weirick, Whitney, Ph.D.

Dr. Weirick is a nationally certified interpreter (American Sign Language-English) and is focused on advancing educational equity for Deaf K-12 students through critical examinations of how educational leadership and policy interact to help or hinder the professionalization of ASL-English interpreting in schools. Her current research explores interpreter supervision and coaching models that better center the needs of diverse Deaf students.

MENTORING

The SCEIC provided two tracks of private, individualized mentoring sessions services for both Green and Blue grouped Educational Interpreters.

These Zoom platformed mentoring sessions occurred weekly, biweekly, or monthly at the discretion of the individual Educational Interpreter, meeting their preferred learning targets and learning styles. Five Educational Interpreters participated in one-on-one mentoring sessions ranging from one to two hours after school, totaling 2,160 minutes (36 hours) of individualized mentoring. Primary areas of concentration were EIPA competencies, professional development plans and deliberate practice application.

Community of Practice

The SCEIC did not host a series of Community of Practice this year, due to a lack of overall interest, disengagement in assigned readings, and overall participation called for a break in offering the resource.

If there is sufficient interest and participant commitment, the SCEIC will reconvene Community of Practice sessions beginning Fall 2025 with new topics based in research paramount to Educational Interpreters.

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
- Educational Interpreter Survey
- Forum Discussions promoting Regulation inquiries
- Several data requests from the Office of Special Education Services
- Clarifying misinformation and inquiries about interpreter qualifications and the South Carolina Interpreter Act
- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA and the EIPA:WT
- Promoted SCEIC White Papers addressing:
 - Educational Interpreters and FAPE
 - Deaf Students and FAPE
 - Improving Educational Interpreter Competencies
 - 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
- 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 fourth year of services through the South Carolina Educational Interpreting Center (SCEIC). As the SCEIC embarks on its final year of funding, 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.

As evidenced in this annual report, great progress has been made yet, the SCEIC notes a sense of lethargy among Educational Interpreters as they continue to await the final requirements for Educational Interpreter regulation. The SCEIC also continues to note the Educational Interpreting population is dwindling due to career changes and/or retirements. And, school districts continue hiring Educational Interpreters without any qualifications. Regardless, the 2024-2025 outputs by the SCIEC 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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