

Final Project Report
(2016-2020)
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TABLE OF CONTENTS

TABLE OF FIGURES	3
INDEX OF TABLES.....	4
SCOPE OF SERVICES	5
EDUCATIONAL INTERPRETER CENSUS	8
OUTPUTS-----	8
OUTCOMES-----	11
ASSESSMENTS	13
OUTPUTS-----	13
EIPA Performance Assessments-----	18
EIPA: Written Assessments-----	19
OUTCOMES-----	20
EIPA: Performance Assessments-----	20
EIPA: Written Assessments-----	23
EDUCATION	26
OUTPUTS-----	26
OUTCOMES-----	28
MENTORING	32
OUTPUTS-----	32
OUTCOMES-----	33
TECHNICAL ASSISTANCE.....	34
OUTPUTS-----	34
OUTCOMES-----	35
SUMMARY.....	36
REFERENCES	38

TABLE OF FIGURES

Figure 1. South Carolina Educational Interpreting Center Logic Model.....	6
Figure 2. South Carolina School Districts Employing Educational Interpreters	10
Figure 3. Tier Needs and Services	17
Figure 4. Number of EIPA Examinations Per Year	18
Figure 5. Mean EIPA Scores by Year.....	20
Figure 6. Tier Changes Population Over Time.....	22
Figure 7. Projected Tier Intervention Populations	25
Figure 8. Actual Tier Intervention Populations.....	25

INDEX OF TABLES

Table 1. Census vs. Actual Number of South Carolina Educational Interpreters.....	9
Table 2. National versus South Carolina EIPA Results of Educational Interpreters.....	21
Table 3. Tier Distributions And Mean EIPA Score By Region	21
Table 4. EIPA Competency Scores by Year	23
Table 5. EIPA: WT Testing by Year	24
Table 6. EIPA: WT Domain Area Scoring Percentage Statewide.....	25
Table 7. EIPA Competencies & Education Sessions Addressing the Competency	27
Table 8. Education Events and Attendees.....	28
Table 9. Education Events and Attendees.....	28
Table 10. Education Sessions Addressing Competencies with Mean EIPA Scores	30
Table 11. EIPA: WT Education Sessions Competencies	30
Table 12. Mentoring Services Participants and Hours by Year	32
Table 13. Technical Assistance Contacts by Year	34

SCOPE OF SERVICES

The South Carolina Department of Education (SCSDE) contracted with Clemson University (Clemson) from July 1, 2016-September 30, 2020 to develop and implement specific parts for the South Carolina Educational Interpreting Center (SCEIC). The tasks set forth worked in concert with the SCSDE and separately funded activities of the South Carolina School for the Deaf and the Blind (SCSDB). In addition to maintaining a current census of educational interpreters by region in South Carolina, the SCEIC managed four cornerstones of service:

1. Assessments

The SCEIC provided educational interpreter skills and knowledge assessments by proctoring national Educational Interpreter Performance Assessments (EIPA) and the Educational Interpreter Performance Assessment Written Test (EIPA: WT) throughout the state.

2. Education

To promote differentiated learning and targeted objectives, educational interpreters were segmented into one of three different tiers based-on their EIPA scores. The SCEIC further analyzed competencies data of all EIPA and EIPA:WT annual assessment results, and made determinations on areas of professional development and educational need. In an effort to target learning, educational objectives were determined based-on the

needs analyses and the SCEIC provided several professional education sessions per academic year and offered an annual Educational Interpreter Immersion Institute.

3. Mentoring

Using the census regional model, the SCEIC used both face-to-face and at-a-distance mentoring using GoReact and Zoom platforms.

4. Technical Assistance

The SCEIC provided technical assistance to the South Carolina Department of Education, local education agencies, individual educational interpreters and other stakeholders as needed.

Figure 1 identifies the inputs, outputs, and proposed outcomes of the SCEIC project.

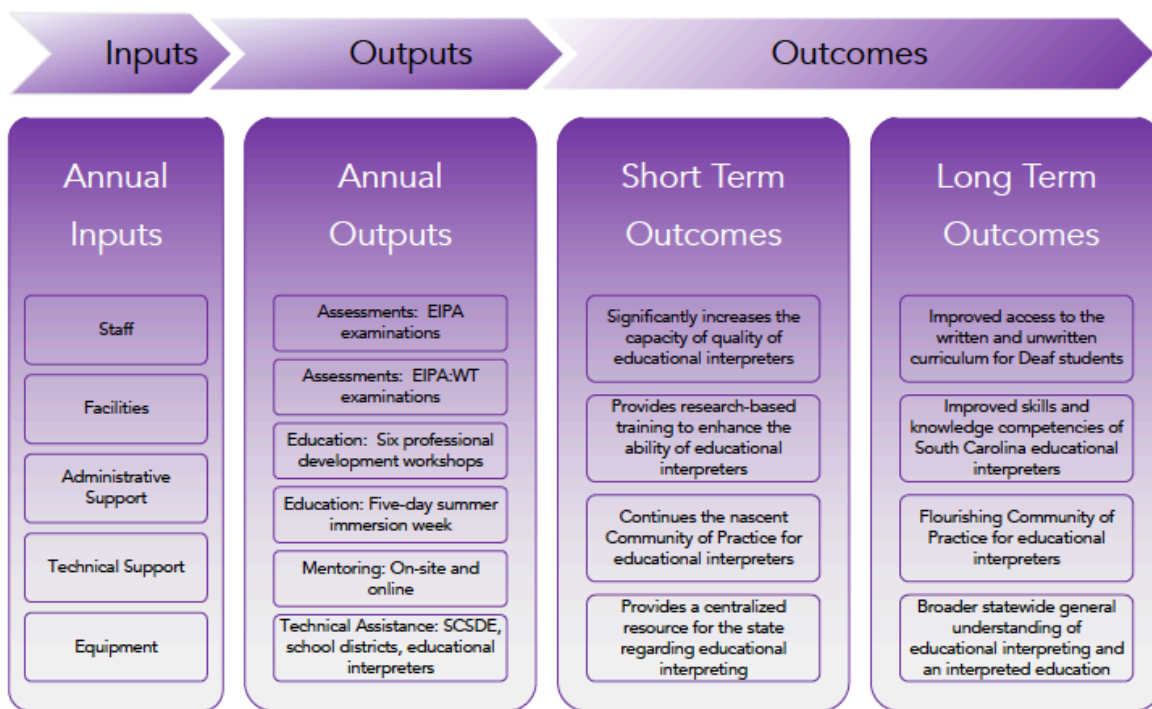


Figure 1. South Carolina Educational Interpreting Center Logic Model

The SCEIC hit virtually every monthly target identified in the 2016 timeline, and this report details the four service outputs and outcomes for the 2016-2020 SCEIC funding cycle.

EDUCATIONAL INTERPRETER CENSUS

OUTPUTS

Self-reported survey data collected from South Carolina school districts (South Carolina Department of Education, 2016), indicated there were an estimated 135 educational interpreters serving students who are deaf across South Carolina. This was the best estimate we had on the educational interpreter population. To best serve the entire state, the SCEIC employed a regional model to provide comprehensive services, and annually sent a letter to each school district special education administrators describing the SCEIC purpose and services and encouraged administrators to have their educational interpreters register with the SCEIC. The SCEIC annually reviewed the number of registered educational interpreters by region and school district. This annual review noted educational interpreter shifts from active to inactive, new district hires, and educational interpreters moving between school districts. Table 1 identifies the regional distribution of Educational Interpreters and their full-time employment status by year.

Census vs. Actual Number of Full-Time South Carolina Educational Interpreters

	2016 Census	2017 SCEIC	2018 SCEIC	2019 SCEIC	2020 SCEIC
Region I: Upstate	43	22	23	25	33
Region II: PeeDee	21	17	18	18	22
Region III: Midlands	25	19	20	20	25

Region IV: Charleston	16	12	13	20	24
Region V: Lower Coast	11	16	14	12	12
Total	116	86	88	95	116

Table 1. Census vs. Actual Number of Full-time South Carolina Educational Interpreters

Based-on the current number of registered Educational Interpreters, the SCEIC found there ranged between 86-116 full-time educational interpreters working in South Carolina. Note these results only report those educational interpreters that have registered with the SCEIC. These educational interpreters are employed throughout the following school districts:

1. Aiken
2. Anderson 5
3. Barnwell
4. Beaufort
5. Berkeley
6. Calhoun
7. Charleston
8. Clarendon
9. Colleton
10. Darlington
11. Dorchester 2
12. Georgetown
13. Greenville
14. Horry
15. Jasper
16. Kershaw
17. Lexington 1
18. Lexington 4
19. Lexington 5
20. Oconee

- 21. Orangeburg 5
- 22. Pickens
- 23. Richland 1
- 24. SC School for the Deaf and the Blind
- 25. Spartanburg 6
- 26. Sumter
- 27. York 2
- 28. York 3
- 29. York 4

Figure 2 represents this distribution.

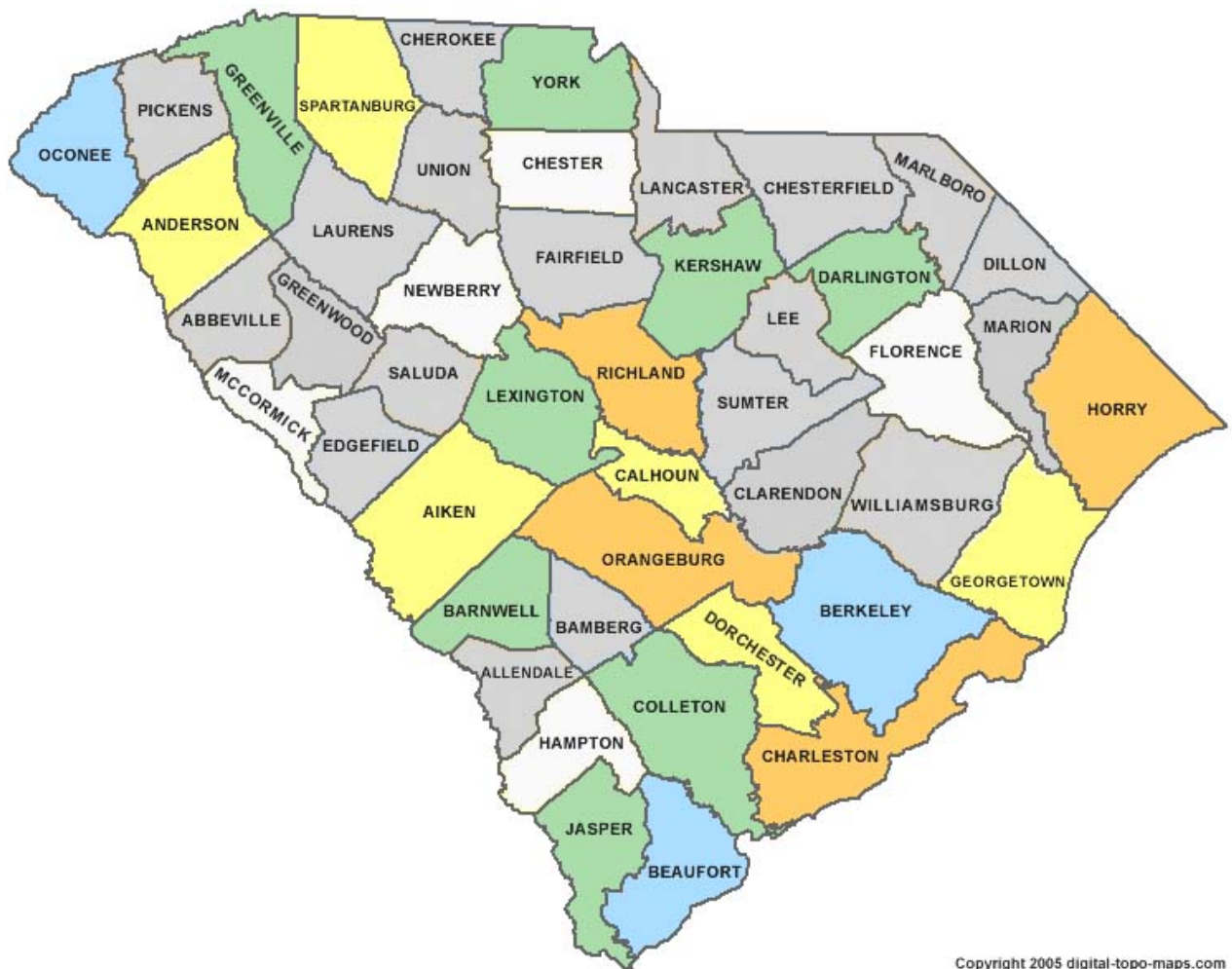


Figure 2. South Carolina School Districts Employing Educational Interpreters

In addition to the Educational Interpreter population, Greenville County School District employs 16 full-time Cued Language Transliterators. In 2018, Greenville County determined they did not wish for Cued Language Transliterators to receive any services from the SCEIC.

OUTCOMES

As of 2017 the South Carolina Department of Education through the SCEIC has a comprehensive census of educational interpreters throughout the state. An additional, yet vital outcome is the formation of a Community of Practice (CoP) among educational interpreters. Historically, educational interpreters were considered paraprofessional classroom aides and lacked a CoP, however the SCEIC has been able to bring together and convene educational interpreters who share similar concerns from a wide variety of school districts with different program approaches (Linehan, Muller & Cashman, 2005). Wenger (1998) finds CoPs provide several critical functions including opportunities to educate, support, cultivate, and encourage professionals while promoting the integration of new skills and knowledge into their work. For South Carolina educational interpreters this has been critical, as their role space is often misunderstood (Fitzmaurice, 2017, 2018), they are often disenfranchised from community-based interpreters and they most frequently work in isolation.

The newly formed educational interpreter CoP has been central to establishing a shared system of values and vision (Andrews & Lewis, 2007), collective responsibility and ownership of interpreting practices (Newmann & Wehlage, 1995), fosters reflective professional inquiry (Louis, Kruse & Bryk, 1995) and has borne witness to educational interpreters and applying new ideas and information to problem solving and solutions addressing students' needs (Hord, 1997). Such a CoP is extremely beneficial particularly given evidence indicating participation in learning communities, benefits students

“as well, as indicated by improved achievement scores over time. All six studies reporting student learning outcomes indicated that an intense focus on student learning and achievement was the aspect of learning communities that impacted student learning” (Vescio, Ross, & Adams, 2006, p. 88).

Thus, it is suggested an outcome from the CoP for educational interpreters may also improve student learning.

ASSESSMENTS

OUTPUTS

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). Currently, eight of the 33 states (24%) have an EIPA 3.0 as the minimum competency standard (Johnson, Brown, Taylor & Austin, 2014). Since 2007 many states have increased standards towards an EIPA 4.0 (Johnson, Brown, Taylor & Austin, 2014).

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.

An Educational Interpreter with a skill profile around 3.0 or 3.5 is still not providing complete access to the information being conveyed. Schick & Williams (2004) report that such interpreters are making numerous errors, omissions and distortions in his or her interpretation. Typically, these errors occur throughout the

interpretation; the interpreter does not simply represent the most important information, omitting only what is less important. Basically, a child who has an interpreter functioning at this level is not receiving the same information as his or her hearing peers (Schick & Williams, 2004, p. 192). The most recent research indicates, Deaf students demonstrate a *loss of learning* with educational interpreters holding a skill level of EIPA 3.0. It is only until an educational interpreter has near an EIPA 4.0 that Deaf students are able to demonstrate any learning (Cates & Delkammer, forthcoming).

Educational interpreters demonstrating a performance level less than an EIPA 2.7 were assigned to Orange Tier I. These educational interpreters

demonstrate only basic sign vocabulary and these limitations interfere with communication. Lack of fluency and sign production errors are typical and often interfere with communication. The interpreter often hesitates in signing, as if searching for vocabulary. Frequent errors in grammar are apparent, although basic signed sentences appear intact. More complex grammatical structures are typically difficult. Individual is able to read signs at the word level and simple sentence level but complete or complex sentences often require repetitions and repairs. Some use of prosody and space, but use is inconsistent and often incorrect. An individual at this level is not recommended for classroom interpreting

<https://www.classroominterpreting.org/EIPA/performance/rating.asp>

Again, these individuals are holistically unqualified and should not be permitted to interpret.

Educational interpreters earning between 2.8-3.4 on an EIPA assessment were assigned to Green Tier II, these interpreters can

Demonstrate knowledge of basic vocabulary, but will lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly fluent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but generally will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general intact for routine and simple language. Comprehends signed messages but may need repetition and assistance. Voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear. An interpreter at this level needs continued supervision and should be required to participate in continuing education in interpreting.

<https://www.classroominterpreting.org/EIPA/performance/rating.asp>

Blue Tier III educational interpreters achieved between 3.5-3.9 and are generally able to demonstrate some

broad use of vocabulary with sign production that is generally correct.

Demonstrates good strategies for conveying information when a specific sign is not in her/his vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have

difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse cohesion may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message. An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn taking

<https://www.classroominterpreting.org/EIPA/performance/rating.asp>

All educational interpreters with an EIPA 4.0 or above or national certification were considered Highly Qualified and outside of the purview of the SCEIC as they can generally demonstrate

broad and fluent use of vocabulary, with a broad range of strategies for communicating new words and concepts. Sign production errors are minimal and never interfere with comprehension. Prosody is correct for grammatical, non-manual markers, and affective purposes. Complex grammatical constructions are typically not a problem. Comprehension of sign messages is very good, communicating all details of the original message. An individual at this level is capable of clearly and accurately conveying the majority of interactions within the classroom

<https://www.classroominterpreting.org/EIPA/performance/rating.asp>

Each tier had varying levels of individual interventions as summarized in Figure 3.

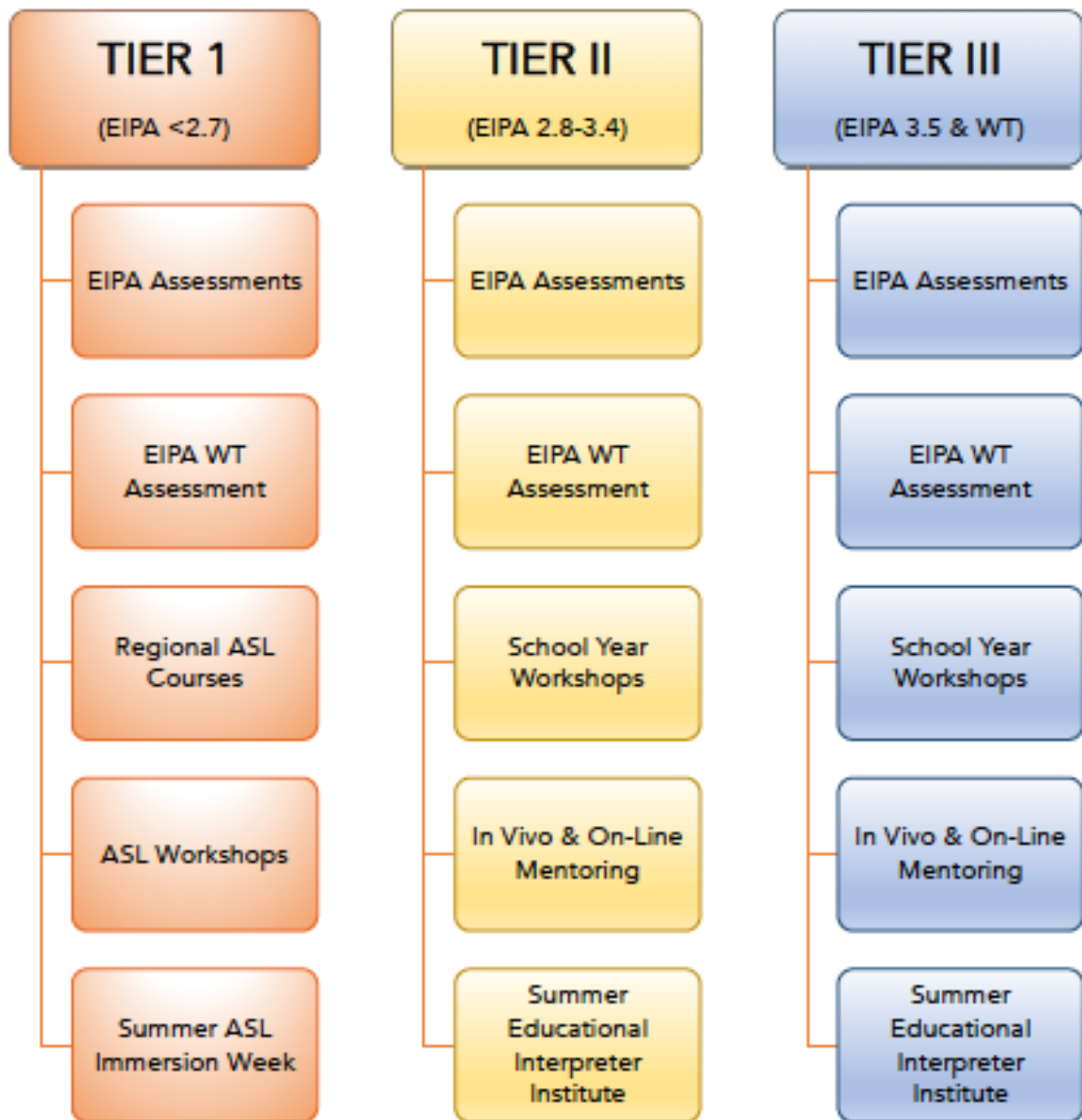


Figure 3. Tier Needs and Services

From 2018-2020 the SCEIC only provided assessments for the Orange Tier I group. All other interventions for the Orange Tier I group were provided by the South Carolina School for the Deaf and the Blind (SCSDB) and are not included in this project report.

EIPA Performance Assessments

Prior to the SCEIC launch, self-reported survey data collected from South Carolina school districts (South Carolina Department of Education, 2016), indicated there were 135 educational interpreters serving students who are deaf across South Carolina. Of those, districts reported 41% of educational interpreters had not taken any type of assessment or earned an EIPA level below 3.0.

Since its' inception, the SCEIC has administered 258 EIPA examinations as outlined by year in Figure 4.

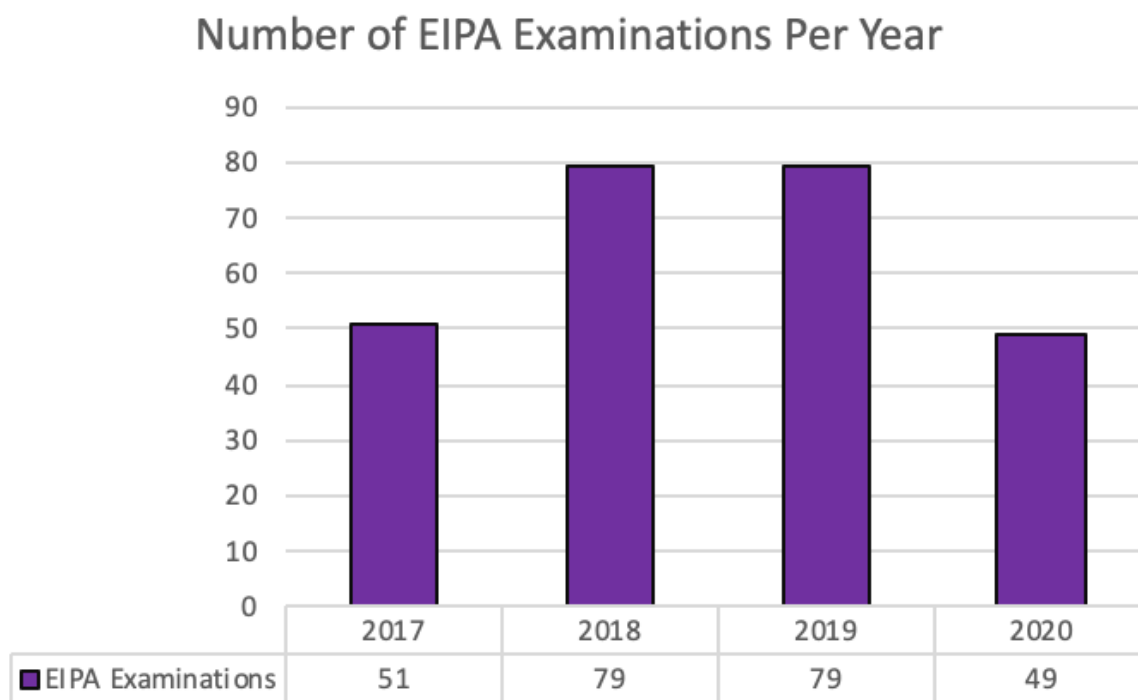


Figure 4. *Number of EIPA Examinations Per Year*

EIPA: Written Assessments

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

Validity evidence for the EIPA: WT stems from content analyses and consists of 177 questions addressing information Educational Interpreters should know in the following core domain areas: (a) Student Development, (b) Cognitive Development, (c) Language Development, (d) Education, (e) Interpreting, (f) Linguistics, (g) Medical Aspects of Deafness, (h) Sign Systems, (i) Tutoring, (j) Guidelines for Professional Conduct, (k) Culture, (l) Literacy, (m) Roles and Responsibilities, and, (n); Technology (Boystown National Research Hospital, n.d., EIPA content standards). Since its' inception, the SCEIC has proctored 116 EIPA WT examinations.

OUTCOMES

EIPA: Performance Assessments

Following national standards and using the EIPA as an overall benchmark to determine the capacity and qualifications of educational interpreters, it becomes readily apparent the qualifications of educational interpreters has improved over the life of the SCEIC project. Figure 5 showcases the state EIPA increase by year.

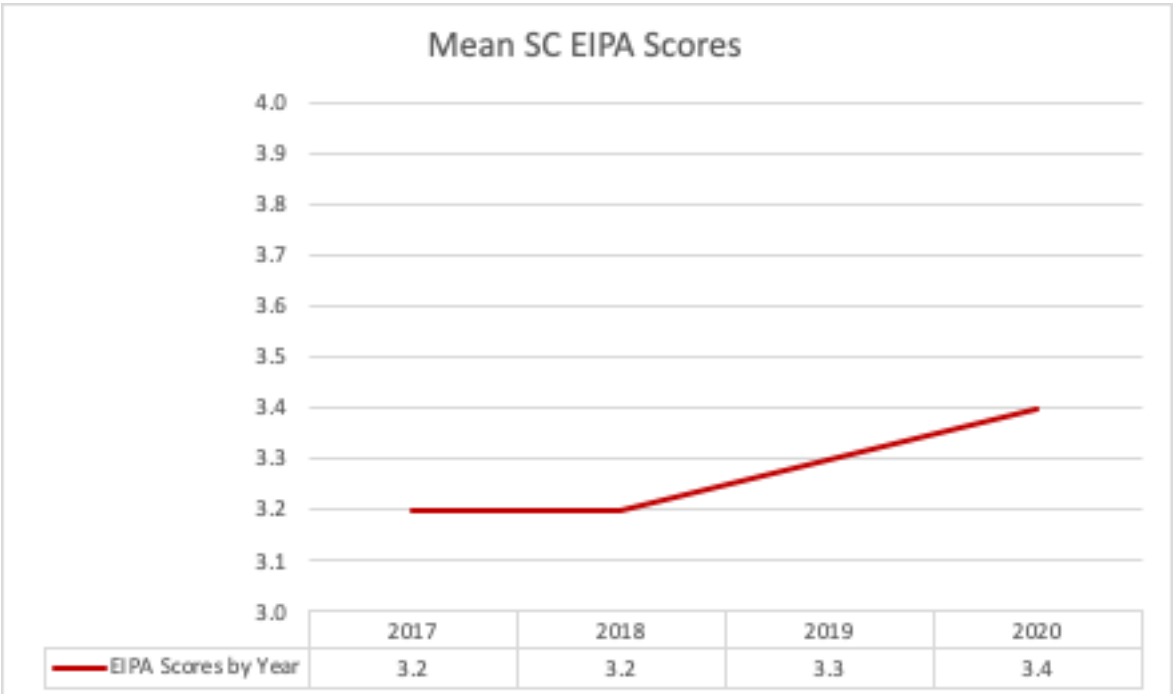


Figure 5. Mean EIPA Scores by Year

Table 2 contrasts South Carolina EIPA results with national results (Johnson, et al., 2014). All other performance levels now (2020) align with national trends, but the most striking outcome is evident in educational interpreters performing below an EIPA 3.0. At the launch of the SCEIC in 2017, 41% of educational interpreters were performing below an EIPA 3.0. At the funding conclusion of the SCEIC educational

interpreters below an EIPA 3.0 are aligned with national scores. In fact, South Carolina exceeds the national average in the percentage of interpreters performing above an EIPA 3.5.

National and South Carolina EIPA Results by Year

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

*or not assessed

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

Through continuous tracking, the SCEIC noted the PeeDee region tended to hire less qualified educational interpreters than other regions, however, there was no statistically significant difference in regions in terms of overall EIPA scores. Table 3 reveals the final tier distributions and mean EIPA scores by region.

Tier Distributions and Mean EIPA Score by Region

	Region I Upstate	Region II PeeDee	Region III Midlands	Region IV Charleston	Region V Coast
Tier I (<2.7)	3%	13%	7%	4%	15%
Tier II (2.8-3.4)	33%	42%	40%	48%	46%
Tier III (3.5-3.9)	28%	33%	40%	32%	15%
HQ	26%	4%	3%	4%	15%
Mean EIPA Score	3.6	3.2	3.4	3.4	3.4

Table 3. Tier Distributions And Mean EIPA Score By Region

Figure 6 showcases the improved skills of educational interpreters over the life of the SCEIC funding cycle.

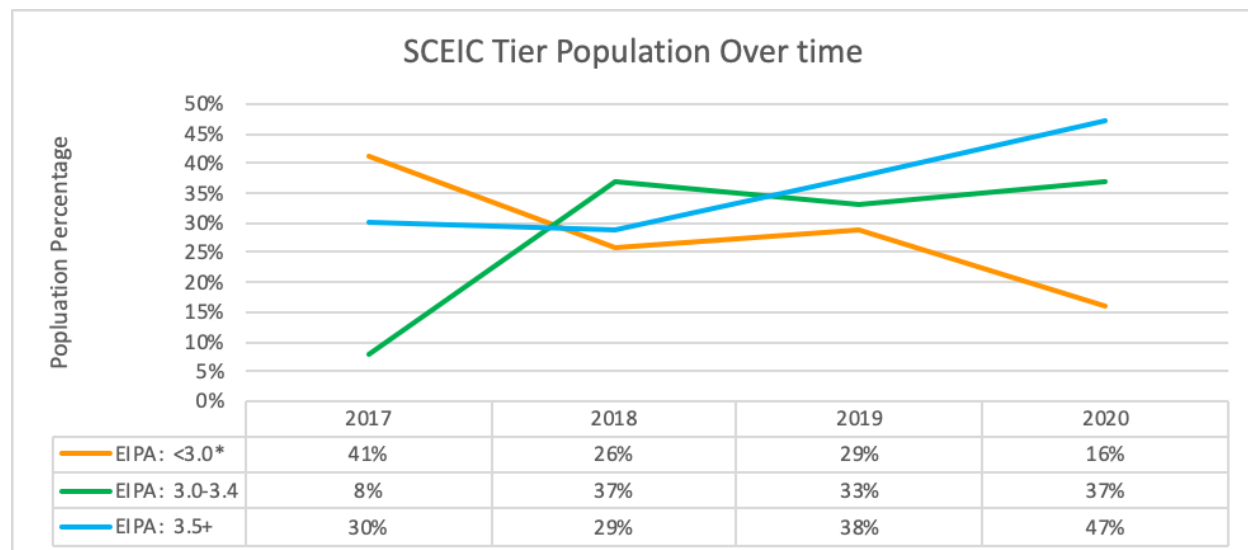


Figure 6. Tier Changes Population Over Time

Turning to specific competencies that comprise effective interpreting in an educational setting, we also note general improvements in educational interpreters' performance across the state. Table 4 documents specific EIPA competency means over time.

EIPA Competency Scores by Year

Domain	Competency	2017	2018	2019	2020
ROMAN I	A. Stress Important Words	3.1	3.0	2.9	3.2
	B. Affect/Emotions	3.2	3.2	3.1	3.3
	C. Register	2.9	2.9	2.8	3.0
	D. Sentence Boundaries	3.3	3.3	3.2	3.9
	E. Boundaries Indicated	3.1	3.2	3.2	3.3
	F. Non-Manual Markers	2.5	2.6	2.6	2.6
	G. Verb Directionality/Pronom.	3.0	3.1	3.5	3.4
	H. Comparison/Contrast	2.6	2.7	2.7	2.9
	I. Classifiers	2.3	2.4	2.7	2.8

	J. Grammar	2.6	2.7	2.8	3.0
	K. Eng. Morph Marking	n/a	n/a	n/a	n/a
	L. Mouthing	4.6	4.7	4.8	4.9
ROMAN I MEAN		3.0	3.1	3.2	3.3
ROMAN II	A. Signs	3.1	3.0	3.1	3.3
	B. Fingerspelling/Numbers	2.3	2.4	2.5	2.6
	C. Register	2.8	2.8	2.7	2.8
	D. Non-Manual Markers	2.4	2.5	2.4	2.5
	E. Rate, Rhythm, Fluency	3.0	3.0	2.9	3.4
	F. Sentence/clause Boundaries	2.9	2.8	2.9	3.0
	G. Sentence Types	2.7	2.7	2.7	2.9
	H. Emphasize Import Words	2.7	2.7	2.6	2.8
	I. English Word Selection	2.9	2.8	2.8	3.0
	J. No Extraneous Sounds	2.7	2.8	2.8	2.9
ROMAN II MEAN		2.8	2.8	2.9	2.9
ROMAN III	A. Amt Sign Vocab	4.5	4.7	4.7	4.9
	B. Signs Made Correctly	4.5	4.5	4.5	4.6
	C. Fluency	4.2	4.3	4.3	4.6
	D. Vocab with System	4.3	4.4	4.4	4.6
	E. Key Vocab Represented	3.2	3.2	2.9	3.1
	F. F/S Production	4.1	4.2	4.3	4.4
	G. Spelled Correctly	4.2	4.4	4.5	4.6
	H. App Use of Fingerspelling	3.0	3.0	2.7	2.9
	I. Numbers	4.8	4.9	4.8	5.0
ROMAN III MEAN		4.1	4.2	4.2	4.3
ROMAN IV	A. Eye Contact	3.2	3.2	3.2	3.4
	B. Whole V-S	2.9	2.9	2.9	3.1
	C. Whole S-V	2.7	2.7	2.7	2.8
	D. Decalage V-S	2.7	2.7	2.7	2.9
	E. Decalage S-V	2.6	2.5	2.6	2.7
	F. Principles of Disc Mapping	1.7	1.7	1.7	1.9
	G. Who Speaking	2.8	2.9	2.9	3.1
ROMAN IV MEAN		2.7	2.7	2.7	2.8

Table 4. EIPA Competency Scores by Year

EIPA: Written Assessments

Since 2016, the SCEIC has actually proctored 116 EIPA: WT examinations for 80 full-time educational. In all, there is an 90% pass rate on the EIPA: WT for full time Educational Interpreters in South Carolina – a significant increase over time. Table 5 details the number of Educational Interpreters who have taken the EIPA: WT and the pass rate and percentage by year. The improved knowledge competencies of educational interpreters in South Carolina is readily evident.

EIPA: WT Testing by Year

	2016-2017	2017-2018	2018-2019	2019-2020	OVERALL
	Pass %	Pass %	Pass %	Pass %	Pass %
TOTAL	76%	55%	81%	75%	90%

Table 5. EIPA: WT Testing by Year

While the overall pass rate is important, the EIPA: WT assesses educational interpreter knowledge competencies across nine different domain areas. The specific domain areas is outlined in Table 6.

EIPA: WT Domain Area Scoring Percentage Statewide

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

Technology	78%	84%	84%	83%
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Table 6. EIPA: WT Domain Area Scoring Percentage Statewide

Anticipated Outcomes vs Actual Outcomes

The SCEIC proposal aimed to have 33% of educational interpreters achieving between EIPA 3.5-3.9 and 50% of educational interpreters acquiring EIPA 4.0+ scores (Figure 7).

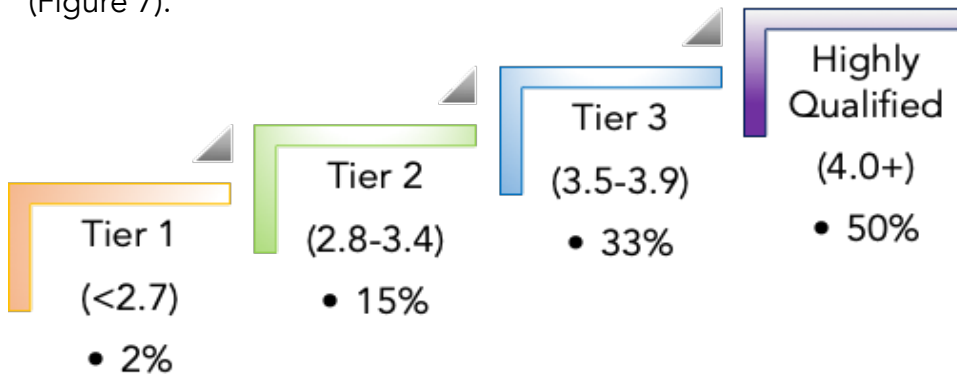


Figure 7. Projected Tier Intervention Populations

However, in concluding the SCEIC project, Figure 8, indicates while the projections for educational interpreters scoring between EIPA 3.5-3.9 was fairly accurate, educational interpreters performing at higher skill levels (EIPA 4.0+) is only 13%. There remains a large population of educational interpreters (45%) still achieving less than an EIPA 3.5. This suggests while the entire population mean has improved over time, there remains much work to be done.

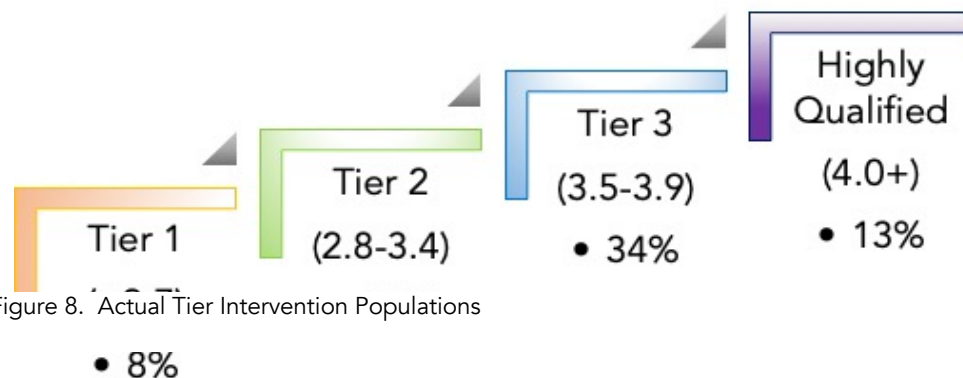


Figure 8. Actual Tier Intervention Populations

EDUCATION

OUTPUTS

Since 2016, the SCEIC has hosted 90 professional development opportunities for educational interpreters each ranging between 2-10 hours. These include SCEIC education sessions, nationally streamed seminars, and the Educational Interpreter Immersion Week.

Learning objectives for each education sessions were selected based on SCEIC EIPA annual results. These objectives also aligned with the national empirical findings (Johnson, Brown, Taylor & Austin, 2014; Schick, Williams & Kuppermintz, 2005; Brown & Schick, 2011; Patrie & Taylor, 2008). Table 7 identifies each performance competency and the number of educational sessions that addressed each specific competency by year.

EIPA Competencies State Mean and Education Sessions Addressing the Competency

DOMAIN	COMPETENCY	2017	2018	2019	2020
ROMAN I	A Stress Important Words	////	### //	### /	### ///
	B Affect/Emotions	////	### /	### //	### ////
	C Register	////	###	### /	### ///
	D Sentence Boundaries	////	### /	////	////
	E Boundaries Indicated	//	### /	///	### ### /
	F Non-Manual Markers	###	### /	### /	### ### //
	G Verb Directional/Pronominal	////	###	///	### /
	H Comparison/Contrast	////	### /	////	////
	I Classifiers	////	### /	///	### ### /
	J Grammar	////	/	//	-
	K Eng. Morphological Marking	n/a	n/a	n/a	n/a
	L Mouthing	//	/	-	-
ROMAN II	A Signs	//	///	-	/

	B	Fingerspelling/Numbers	///	###	### ////	### /
	C	Register	//	///	### ### ///	### /
	D	Non-Manual Behaviors	//	### /	### ### ////	### ###
	E	Rate, Rhythm, Fluency	//	////	### ### //	/
	F	Sentence/clause Boundaries	//	###	### ###	//
	G	Sentence Types	//	//	### ### /	///
	H	Emphasize Important Words	//	###	### ### ///	###
	I	English Word Selection	//	/	### ### //	///
	J	No Extraneous Sounds	//	/	### ///	/
ROMAN III	A	Amt Sign Vocab	//	////	//	-
	B	Signs Made Correctly	//	###	//	-
	C	Fluency	//	###	/	-
	D	Vocab with System	//	////	-	###
	E	Key Vocab Represented	///	###	/	### /
	F	F/S Production	///	### /	//	### /
	G	Spelled Correctly	///	### //	/	/
	H	App Use of Fingerspelling	///	### //	/	### /
	I	Numbers	////	////	////	-
ROMAN IV	A	Eye Contact	//	###	### ////	### /
	B	Whole V-S	###	### //	###	###
	C	Whole S-V	///	### /	-	-
	D	Decalage V-S	///	-	-	-
	E	Decalage S-V	///	-	-	-
	F	Principles of Discourse Mapping	////	###	////	///
	G	Who Speaking	//	//	-	/

Table 7. EIPA Competencies & Education Sessions Addressing the Competency

In all, the SCEIC coordinated statewide registration, attendance records, and participant summative assessments for each educational session for the following number of education events, hours of professional development, and the number of attendees by year (Table 8). In all, the SCEIC has provided 90 education events encompassing 795 hours of professional development.

Year	Number of Education Events	Professional Development Hours
2017	12	132
2018	26	252
2019	17	243
2020	35	168
Total	90	795

Table 8. Education Events and Attendees

Note the SCEIC only provided education sessions for Orange: Tier I educational interpreters (EIPA <2.7) for 2016-2018. Sessions for this population from 2018-2020 have been organized by SCSDB and focus on developing language skills for the Educational Interpreters in this Tier group. Reporting on these sessions will be submitted by SCSDB under separate cover.

OUTCOMES

Educational interpreter attendees at all 90 education events total 1,015 attendees by the following years (Table 9).

Year	Number of Education Events	Number of Attendees
2017	12	113
2018	26	195
2019	17	166
2020	35	541
Total	90	1,015

Table 9. Education Events and Attendees

These education sessions focusing on specific competencies have resulted in the following EIPA competency scores (Table 10).

EIPA Competencies State Mean and Education Sessions Addressing the Competency

DOMAIN	COMPETENCY	Total Sessions Addressing Competency	Mean EIPA Score
ROMAN I	A Stress Important Words	25	3.2
	B Affect/Emotions	26	3.3
	C Register	23	3.0
	D Sentence Boundaries	18	3.9
	E Boundaries Indicated	22	3.3
	F Non-Manual Markers	29	2.6
	G Verb Directional/Pronominal	18	3.4
	H Comparison/Contrast	18	2.9
	I Classifiers	24	2.8
	J Grammar	7	3.0
	K Eng. Morphological Marking	n/a	n/a
	L Mouthing	3	4.9
ROMAN II	A Signs	6	3.3
	B Fingerspelling/Numbers	23	2.6
	C Register	24	2.8
	D Non-Manual Behaviors	32	2.5
	E Rate, Rhythm, Fluency	19	3.4
	F Sentence/clause Boundaries	19	3.0
	G Sentence Types	18	2.9
	H Emphasize Important Words	25	2.8
	I English Word Selection	18	3.0
	J No Extraneous Sounds	12	2.9
ROMAN III	A Amt Sign Vocab	8	4.9
	B Signs Made Correctly	9	4.6
	C Fluency	8	4.6
	D Vocab with System	11	4.6
	E Key Vocab Represented	15	3.1
	F F/S Production	17	4.4
	G Spelled Correctly	12	4.6
	H App Use of Fingerspelling	17	2.9
	I Numbers	12	5.0
ROMAN IV	A Eye Contact	22	3.4
	B Whole V-S	22	3.1
	C Whole S-V	9	2.8
	D Decalage V-S	3	2.9

E	Decalage S-V	3	2.7
	Principles of Discourse	16	1.9
F	Mapping		
G	Who Speaking	5	3.1

Table 10. Education Sessions Addressing Competencies with Mean EIPA Scores

It warrants noting many of the latter Roman IV competencies cannot be addressed until the other Roman competencies have been mastered. The focus on specific competences is believed to have contributed to significant mean EIPA score improvements over time.

Knowledge Competencies Addressed In Education Sessions

Similarly, the SCEIC targeted specific knowledge competencies for the EIPA: WT education sessions for Educational Interpreters. Table 11 outlines these competencies and the number of educational sessions that addressed each specific competency contrasted with the Domain score for each competency.

DOMAIN	2017	2018	2019	2020	Score
Child Cognitive/Language Development	//	//	//	/	85%
Culture	//	//	//	/	88%
Education	//	//	//	/	87%
English	//	//	//	/	76%
Interpreting	//	//	//	/	84%
Linguistics	//	//	//	/	80%
Literacy	//	//	//	/	83%
Guidelines for Professional Conduct	//	//	//	/	85%
Technology	//	//	//	/	83%

Table 11. EIPA: WT Education Sessions Competencies

In all, there was a significant gain relative to the overall passing rate on the EIPA: WT for full-time Educational Interpreters (90%), as well as, annual gains on the mean EIPA performance examination for educational interpreters in South Carolina (from 3.2 to 3.4).

MENTORING

OUTPUTS

The SCEIC provided mentoring services for educational interpreters using both Zoom and GoReact platforms for both Tier II: Green and Tier III: Blue educational interpreters. In all 168 participants received mentoring services. Note this does not reflect different educational interpreters as some participants were actively involved in mentoring for all four years. In all, the SCEIC provided over 514 hours of mentoring services. Mentoring addressed: engaging in guided self-assessments and designing a tailored professional development plan (and addressing specific discrete competencies. Table 12 outlines the number of educational interpreters and hours per year of mentoring the SCEIC provided.

Mentoring Services Participants and Hours by Year

Year	Number of Educational Interpreters	Hours
2017	16	51
2018	62	131
2019	40	190
2020	50	142
TOTAL	168	514

Table 12. Mentoring Services Participants and Hours by Year

In addition, we provided copies of landmark educational interpreting books to 60 educational interpreters and led a series of related chapter discussions from those books.

OUTCOMES

Rhetorical participant reports indicate mentoring was a valuable, warmly received approach to not only improving the skills but also motivating educational interpreters. Educational interpreters appreciated the opportunities to have a personal skills diagnostic and a tailored professional development plan designed for them. We believe mentoring individual educational interpreters contributes to improved EIPA scores. We also believe providing landmark texts to educational interpreters has contributed to improved understanding of the educational interpreters' role, ethics, challenges, and pass rates on the EIPA:WT.

TECHNICAL ASSISTANCE

OUTPUTS

In addition to general contact with school districts to set up SCEIC testing sites and coordinating mentoring services, the SCEIC has provided technical assistance for 46 school districts throughout the state. Note often a single district will have multiple contacts or requests over a few years. Table 13 outlines the number of school districts the SCEIC provided technical assistance by year.

Technical Assistance Contacts by Year	
	Number of School Districts
2017	20
2018	12
2019	14
TOTAL	46

Table 13. Technical Assistance Contacts by Year

Due to COVID pandemic closures the SCEIC was unable to assertively document technical assistance contacts in 2020. The best estimate of technical assistance regarding educational interpreting during the pandemic exceeds 30 contacts.

Most technical assistance throughout the SCEIC funding cycle focused on the following key areas:

- Detailing the SCEIC services
- Addressing technology and distance learning with Deaf students
- Registering Educational Interpreters
- Describing the SCEIC
- Discussing the EIPA

- Discussing the EIPA: WT
- Recruiting educational interpreters and addressing vacancies
- Inquiries from districts about educational interpreting pay scales
- District inquiries about supporting the professional development of educational interpreters
- Inquiries about substitute interpreters
- Requests for observation and mentoring from district personnel
- Inquiries about interpreter qualifications and state requirements

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

OUTCOMES

As deafness is a low-incidence population, resources to support the provision of services to Deaf students around the state are minimal yet very needed (Fitzmaurice, 2018). The SCEIC argues the provision of intense technical assistance yields a larger effect (Dunst, C., Annas, H., & Hamby, D, 2019) and significantly improves school districts' understanding of the importance of high-quality services and promotes a better statewide understanding of educational interpreting and the impact of an interpreted education.

SUMMARY

Access to qualified educational interpreting personnel is a top priority for South Carolina districts and students who are Deaf. Clemson University with the South Carolina Department of Education have completed four year of services through the South Carolina Educational Interpreting Center (SCEIC). In terms of outputs, by identifying the educational interpreting population through an ongoing census; assessing educational interpreters' knowledge and skills competencies; offering competency targeted education events and mentoring; and providing technical assistance.

The accrued evidence indicates much the SCEIC outputs have resulted in well defined short term outcomes as the SCEIC has significantly increased the capacity and quality of educational interpreters (mean EIPA 3.4 score, 90% of educational interpreters passing the EIPA:WT); provided research based training to enhance the abilities of educational interpreters (795 hours of professional development based on EIPA scores and competencies); formed and supported a Community of Practice for educational interpreters; and providing a centralized resource to the state related to educational interpreting (staff and website).

As Cates and Delkamiller (forthcoming) found, better skilled educational interpreters lead to better learning outcomes for Deaf students. These better learning outcomes translate into improved access to both the written and unwritten curriculum.

For the 2016-2020 funding cycle, this report demonstrates the SCEIC has effectively fulfilled the contracted outputs, yielded tremendously positive results for the proposed outcomes and done so in a fiscally judicious manner.

It is clear the SCEIC outputs have helped educational interpreters in South Carolina achieved outcomes such as demonstrating improved interpreting skills, showing mastery of key knowledge competencies and developing a Community of Practice. However, in an effort to move beyond *de minimus* education for deaf students, a continued, coordinated effort to continue leading educational interpreters into improved skills continues to be needed. Without ensuring educational interpreters are significantly more capable, the provision of FAPE is questionable (Musgrove, 2011; United States Department of Education, Office for Civil Rights, 1992). Again, while great progress has been made for South Carolina, there remains much work to be done, and the SCEIC is eagerly preparing for the possibility of continued funding for 2020-2025.

"We want to ensure our children get the best interpreting services possible, so they are successful in school and in life."

John Payne, Deputy Superintendent, South Carolina Department of Education, 2016.

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