Educational Interpreter Performance Assessment®

Dr. Frank Nesbit, Ed: K-12
Division for Special Education Services

404-844-8741
fnesbit@doe.k12.ga.us
Educational Interpreter Performance Assessment®
(EIPA)

Session Overview

- Background Information
- Evaluation Process
- Educational Interpreting
- Preparation for the Assessment
- Analysis of Sample Evaluation Report
- Video Sample and Questions
- EIPA Written Test Overview
Introductions

• Name
• Home or work location
• Professional training
• Experience interpreting
• Experience educational interpreting
• Plans regarding EIPA
• Favorite sign and why
KWL

First...
• What do you KNOW about the EIPA?
• What do you WANT to know about the EIPA?

For later...
What have you LEARNED about the EIPA?
Individuals with Disabilities Education Act (IDEA): Personnel Qualifications (34 CFR § 300.156)

• Local Education Agencies responsible for:
  • Maintaining current credentials of professional employees
  • Recruit, hire, train, and retain highly qualified (certified or licensed) personnel
    • Special education, related services, leadership personnel
    • Related services personnel: current State approved certificate, license, or registration for the field
      • No emergency, temporary or provisional certifications or license
Educational Interpreter License

Georgia Professional Standards Commission Rule 505-2-.43
(effective June 15, 2013)
“...regardless of job title...”

General requirements:

- EIPA 3.5+ within 5 years
  AND
  - 4-year degree

OR

- Current RID Certification
Information and Registration

• The most comprehensive website re: the EIPA is:
  • www.classroominterpreting.org

  Where the EIPA is managed and rated

• To register for the EIPA in Georgia, contact...
  • Frank Nesbit: Atlanta and Macon
  • Kelly Nail: Valdosta
  • Jodi Upton: Chattanooga
Welcome to Classroom Interpreting for deaf and hard of hearing students

This site is designed to help educational teams in K – 12 settings support deaf and hard of hearing students by utilizing educational interpreters to access education and social interaction. Other service providers, such as speech and language therapists, social workers, and deaf educators, may find useful information on this site.

Administrators, teachers, classroom interpreters, parents, and students who are deaf or hard of hearing will find valuable information within this site.

Announcement!

We are pleased to announce the release of the Educational Interpreter Performance Assessment – Cued Speech, EIPA-CS, version to the public. Dr. Jean Krause (University of South Florida) developed the EIPA version that focuses on evaluating the specific skills that cued speech transliterators need, including fluency, accuracy of the delivered message, voicing for the child, etc. The EIPA diagnostic center’s goal is to provide educators with a tool to evaluate the skills of their cued speech transliterators and to compare data across settings.
EIPA Written Test and Knowledge Standards

Brenda Schick, Ph.D., working with the EIPA Diagnostic Center at Boys Town National Research Hospital, has developed the EIPA Written Test and Knowledge Standards. This comprehensive multiple-choice test evaluates the interpreter's understanding of information that is critical to performing with students in an education setting. The test consists of 177 questions and takes approximately one and a half to three hours to complete. This computer-based test is administered through the Internet. A passing score on the EIPA Written Test is not needed in order to take the EIPA Performance Assessment.

Procedure for Registering for the Written Test

The EIPA registration and test taking period is now closed. Registration will re-open January 6th at 8:00 a.m. (CST) for the February and March 2012 testing session. To register for February 2012 tests, please check back at that time.

2011 Test Dates and Proctors:
The EIPA will evaluate your ability to:

• (a) expressively interpret classroom content and discourse (voice to sign) and,

• (b) receptively interpret child or teen sign language (sign to voice).
The Evaluation Process

You will select:

• Either an **Elementary EIPA** or a **Secondary EIPA**, and...

• The **type of sign language** interpreting you will use (American Sign Language, Pidgin Sign English, or Manually Coded English)
### Distribution by Language and Grade Level

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>PSE</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>MCE</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>
The Evaluation Process

During your scheduled test time, you will complete and sign a confidentiality agreement, and have a “warm-up” period, during which you will select:

• 1 of 2 child signers from video samples, and...

• 1 of 2 sets of stimulus materials
The Evaluation Process

- You will have the opportunity to review vocabulary for the stimulus materials selected, and

- You will choose to take the sign-to-voice (interview) portion first or the voice-to-sign (classroom) portion first.
The Evaluation Process

Voice-to-Sign section

• The classroom session contains several samples of instructional time within classrooms that last 5 to 10 minutes each.

• This section takes approximately 35 to 40 minutes.
The Evaluation Process

Sign-to-Voice section

• You will voice for the child signer that you selected during the warm-up.

• This interview format lasts approximately 20 minutes.
Proportion of interpreters passing at each level

- 1.5 - 2.4: 16%
- 2.5 - 2.9: 19%
- 3 - 3.4: 24%
- 3.5 - 3.9: 21%
- > 4.0: 17%
Educational Interpreting

• The educational interpreter is a member of a multidisciplinary educational team.

• The RID Code of Professional Conduct can be applied to this role.

• Knowledge of student development

• Presenting Vocabulary
The 4 Domains

• Roman I: Voice to Sign
• Roman II: Sign to Voice
• Roman III: Vocabulary
• Roman IV: Overall Factors
EIPA Domain I – Voice to Sign

• Prosodic Information
  • Stress or emphasis for important words or phrases
  • Affect and emotions
  • Register
  • Sentence boundaries

• Non-Manual Information
  • Sentence types & clausal boundaries indicated
  • Production and use of non-manual markers
Briefly, on one aspect of prosody

1. I wanted ice cream and cake.
2. I wanted ice cream and cake.
3. I wanted ice cream and cake.
4. I wanted ice cream and cake.
5. I wanted ice cream and cake.
6. I wanted ice cream and cake.
EIPA Domain I – Voice to Sign

- Use of Signing Space
  - Use of verb directionality & pronominal system
  - Comparison/contrast, sequence, & cause/effect
  - Location/relationship using ASL classifier system

- Interpreter Performance
  - Follow grammar of ASL or PSE
  - Use of English morphological markers (MCE)
  - Clearly mouth speakers English
EIPA Domain II – Sign to Voice

• Can read and convey speakers:
  • Signs
  • Fingerspelling and numbers
  • Register
  • Non-manual behaviors and ASL morphology

• Word choice
  • Correct English word selection
EIPA Domain II – Sign to Voice

• Vocal/Intonational Features
  • Speech production: rate, rhythm, fluency, volume
  • Sentence and clausal boundaries indicated
  • Sentence types
  • Emphasize important words, phrases, affect, emotions

• Interpreter Performance
  • Adds no extraneous words/sounds to message
Roman II Activity

- [http://www.youtube.com/watch?v=bO-6Xg7c0](http://www.youtube.com/watch?v=bO-6Xg7c0)
- Response to “Should Kids Protest or Not”
EIPA Domain III – Vocabulary

- Signs:
  - Amount of sign vocabulary
  - Signs produced correctly
  - Fluency (rhythm and rate)
  - Vocabulary consistent with the sign language or system chosen for testing
  - Key vocabulary represented
EIPA Domain III – Vocabulary

• Fingerspelling:
  • Production of fingerspelling
  • Deliberate fingerspelling
  • Spelled correctly
  • Appropriate use of fingerspelling
  • Production of numbers
    • clarity, fluency, rate
Deliberate fingerspelling activity

- Basic addition, plus, equal, avacado
EIPA Domain IV – Overall Factors

• Message Processing:
  • Appropriate eye contact and movement
  • Developed a sense of the whole message
    • Top-Down Processing
    • Demonstrated process decalage

• Environment
  • Indicates who is speaking

• Message Clarity
  • Follows principles of discourse mapping
Analyze sample report
Analyze sample report

Handout
Preparation for the Assessment

- Professional Training
- Mentoring arrangements
- Study groups
- VLOGS, Youtube, ASLPro.com, netsignnews.com, needsoutreach.org
- Commercial training products
  - www.dcmp.org
Additional Materials & Activities

• Analyze Sample Report
• Glossary of Terms
• Training Resources
• DVD Clips
EIPA Written Test

www.classroominterpreting.org
To review the objectives of each core standard, click on the specific standard below.

- **Student Development**
- **Sign Systems**
- **Cognitive Development**
- **Tutoring**
- **Language Development**
- **Guidelines for Professional Conduct**
- **Education**
- **Culture**
- **Interpreting**
- **Literacy**
- **Linguistics**
- **Roles & Responsibilities**
- **Medical Aspects of Deafness**
- **Technology**
KWL

What have you LEARNED about the EIPA?

Questions/Comments