

Sign Language Proficiency Interview (SLPI) Reporting Procedures:

1. SLPI tests are offered at:
 - a. Ohio School for The Deaf's (OSD) Interpreting and Sign Language Resource Center (email at EduTerp@osd.oh.us and website at www.ohioschoolforthe deaf.org/islr). Molly Estes is the SLPI Coordinator (estesm@osd.oh.gov): contact her to schedule tests and she will bill you.
 - b. Western Pennsylvania School for the Deaf (WPSD). This tends to be \$100 more expensive than OSD. School website is www.wpsd.org.
 - c. Other state schools, rehabilitation offices, and universities may offer SLPI testing and you are welcome to take the test at these places. You also may take the ASLPI if that's available, which tests more specifically for ASL grammar and usage.
2. Complete the testing prior to student teaching/advanced practicum and give a copy of your results page to:
 - a. your advisor, and
 - b. 304 White Hall for undergraduate students or 418 for graduate students. This will go in your professional file with your licensure application.

If you would like more information on the SLPI, their website includes links to the rating scale and skills at <http://www.rit.edu/~wjnncd/scpi/main.html>. The evaluation process uses a trained interviewer who will ask you increasingly complex questions to evaluate the form and content of your communication. You are interviewed using a conversational format. Remember to use this opportunity to "shine"--give complete and thorough answers that show your linguistic and signing skills. Avoid one-word answers or short phrases, and it is fine if you respond conversationally with questions of your own.

Requirements Prior to Student Teaching/Advanced Practicum:

1. Complete all coursework—students will no longer be allowed to complete LERs or any other core or non-core coursework during or after student teaching. This check is performed by 304 or 418 White Hall prior to student teaching/advanced practicum.
2. Deaf Education Praxis II tests: we recommend you take it in the last semester of your major coursework so that this information is fresh—do not take the Praxis *before* this coursework as this test now includes information specific to deaf education, and you will need to respond to case studies and scenarios (several publishing companies are offering generic Praxis II practice programs; Allyn and Bacon at "mylabschool" for \$40; these include video case studies, practice test, and weblinks).
3. Get fingerprinted for your Ohio licensure: this can be done electronically in the IRC in White Hall (for \$20-\$25); do this so it can be processed and be ready for your licensure application during your student teaching semester.
4. Provide a copy of your SLPI results to (a) your advisor and (b) 304 or 418 White Hall prior to student teaching/advanced practicum (they will do a check and will hold up your placement until this is completed).
5. Deaf Education NCATE: Complete all NCATE assessments at the passing level. If they were not passed during the assigned coursework then they must be passed prior to student teaching: this is

a “professional gate” that NCATE and professional societies are now requiring for education graduates.

6. NCATE Professional Dispositions: All education majors must have “passing” ratings from all courses giving disposition ratings. Any deficiencies must be remedied prior to student teaching/advanced practicum. Each student should view his/her profile with NCATE evaluations available through the college portal at www.ehhs.kent.edu/stuPortal.

SLPI Practice Suggestions

1. Practice the linguistics from ASL Signing Naturally book. These are listed as “Grammar Notes”; for example, Unit 2 on “forming questions”, Unit 3 on “spatial agreement”, Unit 5 on “contrastive structure”. If you are struggling to get the linguistics “in your head”, then it may be helpful to write these out and practice doing related dialogues. Some suggestions are:
 - a. Write out all grammar suggestions separately on notecards for practice.
 - b. Write out specific examples of how to do each item—each type of question, spatial agreement when describing or locating things or people, and so on. Use ASL gloss to write out examples—of descriptions, dialogue items, and so on. Practice these and ask the ASL Lab Mentors to review and correct your production. Writing in ASL gloss can help get the ASL grammar “into your head” also.
2. If you need an additional practice step with the ASL grammar, write out ASL gloss examples and have the Mentors review your written ASL. Another practice activity is to:
 - a. Divide a paper into 2 columns; write English dialogues or descriptions of what you want to communicate on the left—focus on topics related to each of the key grammar notes or grammar items from Signing Naturally, and especially ones that you struggle with;
 - b. Translate the English dialogue/description into ASL on the right column:
 - i. DON'T try to translate sentence-by-sentence because this does NOT utilize the full linguistic features of ASL;
 - ii. Try to think in topics and paragraphs—ASL breaks things into units by topic.
 - iii. Add special “marks” that indicate where to include non-manual markers, spatial references, and so on.
 - c. ASL narratives: practice describing things, telling stories, talking about life events or friends and family. Break these into topics or themes for ASL—
 - i. Story about summer vacation:
 1. Identify what was important or the key point; this becomes your focus; also plan out points in space so you can keep your locations consistent for classifiers, directionality, etc. Examples:
 - a. MY SUMMER CRAZY (then organize what you say in terms of this topic; include time elements related to this—2-MONTHS AGO, HAPPEN WHAT? ME.... 3-WEEKS-AGO, MY FRIEND, ME, US-TWO GO.... [this uses time elements to start each section, still relates back to the topic]
 - b. MY SUMMER BORING (topic) EVERYDAY SAME (time element set). EVERY-MORNING GET-UP, GO-TO WORK,.... WEEKEND DO-DO?? NOTHING....

2. Use grammar to be consistent with your topic. This is where topic-comment grammar structures become important. You sign the topic, then add the
 - a. ME GO-TO STORE: this implies that the topic is about you and your various life events.
 - b. STORE THERE, ME GO-THERE (this is topic-comment structure): this implies there is something important about the store and that this is the topic (what happened in the store, things you bought and then they were wrong, etc.)
 - c. GO-THERE STORE THERE: implies that you already set up “who” and the focus is on the activity—maybe you went to several places and this is the start of the list of places you went; or maybe you are focusing on HOW you got there and you will now describe your trip.
3. Practice incorporating classifiers into your signing. Go through the textbooks to list these and when they are used. Pre-plan how to include them in your descriptions and how you will set things up spatially so that locations remain consistent. Practice specific descriptions of people, places, and things. Practice these as the main topic of something. If you need:
 - a. Write out your descriptions—where you would start with each person, place, or thing (ASL has order preferences when doing descriptions) and how you would progress through the entire description. Check these with the Mentors.
 - b. After getting feedback, practice signing the descriptions and then check back with them for more feedback.
4. Practice with Deaf Community members—but **do not** expect to get specific feedback on your grammar, your classifiers, and so on. They are not paid to give you feedback. They will focus on trying to understand you, and making sure you understand them—mutual understanding is their goal, not educational improvement and feedback.