



## Weekly Memo

### Action Items

#### Approved Rules

The following rules were approved at the April State Board of Education meeting and will be effective on **May 5, 2020**:

- Rule [6A-1.09412](#), Florida Administrative Code (F.A.C.), Course Requirements - Grades K-12 Basic and Adult Secondary Programs
- Rule [6A-1.09441](#), F.A.C., Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation
- Rule [6A-1.0955](#), F.A.C., Education Records

#### Positions Available in the Bureau of Exceptional Education and Student Services (BEESS)

The Student Support Services Project in BEESS is seeking a school Medicaid consultant. The school Medicaid consultant will serve as a liaison between school districts, BEESS, the state Medicaid agency and other stakeholders in the Medicaid Certified School Program (Medicaid in schools program). The school Medicaid consultant will provide strong leadership in the implementation of the Medicaid in schools program, promoting best practices and maintaining a high level of integrity. This position is responsible for collaborating, communicating, disseminating information and providing leadership to school districts and other stakeholders pertaining to implementing the Medicaid in schools program. The application deadline is **May 14, 2020**.

To view the school Medicaid consultant job description and instructions to apply, go to [http://sss.usf.edu/contact/positions\\_current/24950.html](http://sss.usf.edu/contact/positions_current/24950.html).

#### Virtual Workshop from the Educational Interpreter Project (EIP)

The EIP is offering the following virtual workshop opportunities:

- May 1, 2020 – Donna Flanders – “There’s No Words for That!”
- May 8, 2020 – Judy Cain and Carrie Moore – “What is Top-Down Processing”
- May 11, 2020 – Wink Smith, Jr. – “Modeling Visual Language in the Classroom”
- May 16, 2020 – Paul Glaser – “Interpreting Mathematics in ASL”

These workshops will be presented through Zoom from 1:30 to 4:30 p.m. ET. For more information and registration details, see the attached documents.

- May 1 – Flanders
- May 8 – Cain and Moore
- May 11 – Smith, Jr.
- May 16 – Glaser

## The Florida Council of Administrators of Special Education (CASE) Summer Leadership Institute

Due to COVID-19 and the state restrictions, the Florida CASE Summer Leadership Institute has been rescheduled for **July 13-15, 2020**. Registration is still open. For more information and to register, go to <http://events.constantcontact.com/register/event?llr=ipckum5ab&oeidk=a07egwgbwhm2d1d49f7>. For questions, contact Dr. Rosalind Hall at [rosalind.hall@levyk12.org](mailto:rosalind.hall@levyk12.org) or Ms. Cathy Dofka at [dofka\\_c@hcsb.k12.fl.us](mailto:dofka_c@hcsb.k12.fl.us).

## Informational Items

### Assistive Technology Industry Association Webinars/Online Courses

Problem Solving/Response to Intervention – Technology Learning Connection (TLC) has partnered with the Assistive Technology Industry Association to provide unlimited access to their library of online courses and webinars. Join TLC staff along with your school therapist or teachers in collaborative Zoom Assistive Technology Club sessions once a course has been completed. American Speech-Language-Hearing Association Continuing Education Units are available. For more information, go to <https://www.tlc-mtss.com/>.

### Resource and Materials and Technology Center for Deaf/Hard of Hearing (RMTC-D/HH) District-Specific Training

In an effort to individualize professional development to meet the needs of all stakeholders, the RMTC-D/HH is offering district-specific training related to delivering instruction to students who are D/HH in a virtual learning environment. A district can request personalized support by completing a Services Request Form. Select “Virtual Technical Assistance” and provide details specific to the needs of the professionals who will be attending. Whether you need support for accessibility, technology integration or lesson development or tutorials on individual learning platforms and resources, the RMTC-D/HH team is looking forward to supporting you. To access the Services Request Form and request assistance, go to <https://www.rmtcdhh.org/request-services/>.

**Monica Verra-Tirado, Ed.D.**



For more information, contact  
850-245-0475



Educational Interpreter Project  
Professional Development Activity for  
Educational Interpreters  
May 1, 2020  
Virtual Workshop

## “There’s No Words for That!”

**Location: Zoom/Virtual Workshop**

**Time: 1:30 to 4:30 pm**

**Instructor: Donna Flanders**

**Registration and Site Contact Person:** Please contact Kathy Huntzinger at (813)794-2852 or at khuntzin@pasco.k12.fl.us to be sure there are slots available. She will be glad to answer your questions about the site and handle ADA accommodation requests.

**Description:**

Participants will:

Strategies for finding English Equivalence

SICK-ME! GULP! CLOSE-THROAT! CHA-HEAD! Great signs! But what are the English equivalents? As with any language there’s not always a one-to-one translation. This workshop will review a body of ASL vocabulary generally considered “un-translatable!” We’ll investigate the meaning of the sign and learn how to brainstorm the most appropriate word or words for different situations.

**Learning Outcomes:**

Participants will be able to:

- \*Identify at least two strategies for finding an equivalent Spoken English interpretation of complex ASL signs and/or phrases
- \*Identify at least two strategies for finding an equivalent ASL interpretation of a complex or low context English word or phrase
- \*Analyze the semantic intention of a small set of both ASL and English Engage in collegial discussion regarding appropriate word or sign selection

EIP is an Approved RID CMP Sponsor for Continuing Education Activities. This Professional Studies (PS) program is offered for 0.3 CEU's at the “Some” Content Knowledge Level.

This workshop is designed for educational interpreters working in public school districts and is provided without cost to individuals or schools by the Educational Interpreter Project.

[http://www.pasco.k12.fl.us/interpreter/page/district\\_requested\\_professional\\_development](http://www.pasco.k12.fl.us/interpreter/page/district_requested_professional_development)

***EIP is providing this workshop as an opportunity for safe, respectful learning and will not permit harassment, discrimination or horizontal violence based on another's comments, questions, schema, race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation or any other protected class.***



Educational Interpreter Project  
Hosted Through Pasco County Schools and DOE  
Jennifer Francisco, M. Ed., EIP Grant Coordinator  
[jfrancis@pasco.k12.fl.us](mailto:jfrancis@pasco.k12.fl.us)





Educational Interpreter Project  
Professional Development Activity for  
Educational Interpreters  
May 8, 2020  
Virtual Workshop

## “What Is Top-Down Processing? How Do I Apply It to My Interpreting?”

**Location:**

Zoom workshop

**Time:** 1:30 pm to 4:30 pm

**Instructors:** Judy Cain and Carrie Moore

**Registration and Site Contact Person:** Please contact Kathy Huntzinger at [khuntzin@pasco.k12.fl.us](mailto:khuntzin@pasco.k12.fl.us) to be sure there are slots available. She will be glad to answer your questions about the site and handle ADA accommodation requests.

**Description:**

Many educational interpreters incorrectly focus much of their energy and processing on the words/signs they need to use while interpreting. Asking “what’s the sign for...” is likely the most asked question. This workshop proposes a paradigm shift based on the model of the EIPA, top-down processing. The first focus is on the pragmatic (WHY) level of the message then moving to the Prosodic (HOW) and the Lexical (WHAT). This makes the interpretation much easier to follow, to understand and for the DHH student allows him/her to actually participate and complete the work with little extra assistance. We will explore and analyze top-down processing and practice with short stories. Opportunities to self-record retellings will provide chance for self- analysis.

**Learning Outcomes:**

Participants will be able to:

1. Explain the differences between top-down processing and bottom-up processing.
2. Analyze his/her own work to see where at what level they are processing material.
3. Practice analyzing a text using the top-down processing model.
4. Retell a short text using the top-down processing model.
5. Develop a plan to use the top-down processing model in their everyday work

EIP is an Approved RID CMP Sponsor for Continuing Education Activities. This Professional Studies (PS) program is offered for 0.6 CEU's at the “Some” Content Knowledge Level.

This workshop is designed for educational interpreters working in public school districts and is provided without cost to individuals or schools by the Educational Interpreter Project.

[http://www.pasco.k12.fl.us/interpreter/page/district\\_requested\\_professional\\_development](http://www.pasco.k12.fl.us/interpreter/page/district_requested_professional_development)

*EIP is providing this workshop as an opportunity for safe, respectful learning*

*and will not permit harassment, discrimination or horizontal violence based on another's comments, questions, schema, race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation or any other protected class*



Educational Interpreter Project  
Hosted Through Pasco County Schools and DOE  
Jennifer Francisco, M. Ed., EIP Grant Coordinator  
[jfrancis@pasco.k12.fl.us](mailto:jfrancis@pasco.k12.fl.us)





Educational Interpreter Project  
Professional Development Activity for  
Educational Interpreters  
May 11, 2020  
Virtual Workshop

## “Modeling Visual Language in the Classroom”

**Location: Zoom/Virtual Workshop**

**Time: 1:30 pm to 4:30 pm**

**Instructor: Wink Smith, Jr.**

**Registration and Site Contact Person:** Please contact Kathy Huntzinger at (813)794-2852 or at [khuntzin@pasco.k12.fl.us](mailto:khuntzin@pasco.k12.fl.us) to be sure there are slots available. She will be glad to answer your questions about the site and handle ADA accommodation requests.

### **Description:**

Educational interpreters are language models for Deaf students. For some Deaf students, their interpreter is their only language model for a signed language. This workshop will help you explore the meaning of being a 'language model' and how this modeling impacts students acquiring at least two languages within the school system, American Sign Language and English. The workshop then introduces concepts from cognitive linguistics to analyze how language provides access to knowledge structures through categorization and how each language provides specific ways of viewing, or construing, that knowledge. With this foundation in place, you will then review and practice the depictive components of ASL. You will learn how each concept is used in the spoken language community, and then how the Deaf community has further specified and evolved these depictions into language and modality-specific units. After practicing these concepts, you will use real-world classroom stimuli to practice further entrenching these depictive techniques. One final goal in this workshop is to work toward becoming comfortable with using conventional depictive expressions in the ways, and with the frequency, that Deaf people do.

### **Learning Outcomes:**

Participants will be able to:

- 1) Participants will be able to define at least one role of a language model, the role of developing conceptual content via myriad of depiction devices
- 2) Participants will be able to demonstrate one example of how hearing people use depiction that is similar to the depictions found in ASL
- 3) Participants will be able to define metonymy and give one example of how it is used in depictive devices in ASL
- 4) Participants will be able to demonstrate how the English word photosynthesis can be metonymically depicted in ASL
- 5) Participants will be able to define how frame semantics helps us understand linguistic utterances

EIP is an Approved RID CMP Sponsor for Continuing Education Activities. This Professional Studies (PS) program is offered for 0.3 CEU's at the "Some" Content Knowledge Level.

This workshop is designed for educational interpreters working in public school districts and is provided without cost to individuals or schools by the Educational Interpreter Project.

[http://www.pasco.k12.fl.us/interpreter/page/district\\_requested\\_professional\\_development](http://www.pasco.k12.fl.us/interpreter/page/district_requested_professional_development)

***EIP is providing this workshop as an opportunity for safe, respectful learning and will not permit harassment, discrimination or horizontal violence based on another's comments, questions, schema, race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation or any other protected class.***



Educational Interpreter Project  
Hosted Through Pasco County Schools and DOE  
Jennifer Francisco, M. Ed., EIP Grant  
Coordinator [jfrancis@pasco.k12.fl.us](mailto:jfrancis@pasco.k12.fl.us)





Educational Interpreter Project  
Professional Development Activity for  
Educational Interpreters  
May 16, 2020  
Virtual Workshop

## **"Interpreting Mathematics In ASL"**

**Location: Zoom/Virtual Workshop**

**Time: 1:30 pm to 4:30 pm**

**Instructor: Paul Glaser**

**Registration and Site Contact Person:** Please contact Kathy Huntzinger at (813)794-2852 or at khuntzin@pasco.k12.fl.us to be sure there are slots available. She will be glad to answer your questions about the site and handle ADA accommodation requests.

**Description:**

There is increasing importance being placed on the role mathematics signs play in teaching and learning in the classroom. Many interpreters and teachers have different signs for certain mathematics terms and it is possible that a lack of standardization may influence learning. Interpreters and teachers will be focused the future of interpreting/teaching as it pertains to diversity in language and culture, and as put into interpreting/teaching practice in mathematics.

**Learning Outcomes:**

Participants will be able to:

- Demonstrate an improved understanding of the interpreting process for math topics
- Incorporate illustrations from math textbooks into interpretations
- Analyze math and ASL texts and create varied interpretations into the target language · Use visualization techniques to better inform their interpretation of math materials

EIP is an Approved RID CMP Sponsor for Continuing Education Activities. This Professional Studies (PS) program is offered for 0.3 CEU's at the "Some" Content Knowledge Level.

This workshop is designed for educational interpreters working in public school districts and is provided without cost to individuals or schools by the Educational Interpreter Project.

[http://www.pasco.k12.fl.us/interpreter/page/district\\_requested\\_professional\\_development](http://www.pasco.k12.fl.us/interpreter/page/district_requested_professional_development)

***EIP is providing this workshop as an opportunity for safe, respectful learning and will not permit harassment, discrimination or horizontal violence based on another's comments, questions, schema, race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation or any other protected class.***

Educational Interpreter Project  
Hosted Through Pasco County Schools and DOE  
Jennifer Francisco, M. Ed., EIP Grant Coordinator  
[jfrancis@pasco.k12.fl.us](mailto:jfrancis@pasco.k12.fl.us)

