



Updates in Deaf Education

Volume I, Issue I: Published by the Center for Outreach Services

Winter Issue January 2009

2009 Professional Development Opportunities

- [Ohio Early Care & Education](#)
May 28—30 Columbus Ohio
 - [Building Bridges](#) May 1 & 2
Cincinnati Children's Hospital, Cincinnati Ohio
 - [Summer Institute for Educational Interpreters: 10th Anniversary](#) June 15 & 16
Columbus, Ohio
 - [Clerc Center Literacy Series](#)
August 3—5
Columbus Ohio
 - [Summer Enrichment Experiences for Students: Drivers Education Basketball Camp](#)
- For more workshop information, click on the links where provided, or go to

www.ohioschoolforthe deaf.org
Click on the events link under the Outreach tab.

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Welcome to the first issue of *Updates in Deaf Education Online Newsletter*



Notes from the Center [Pamela Brodie](#), Director

Greetings! It is a typical blustery January day and many districts are closed. Unpredictable weather is just one factor that makes travel difficult. Schools across Ohio are dealing with the effects of a bad economy, and one of the casualties is discretionary travel.

The Deaf Educators Network (DEN) has met for years in Columbus; the two primary purposes of this meeting are to hold professional

development and share information about what is happening in the field.

Regular attendees of DEN expressed a desire to change the way meetings are held. In a survey sent to members, respondents agreed that information sharing could happen through electronic means—newsletters like this one, listservs and email. Training could take place through face to face meetings, but many also expressed a desire to get training through videoconference and webinar presentations. Clearly people want to take advantage of the technology that is available.

It was for these reasons that members decided that the Deaf Educators Network should become a virtual group. This newsletter represents the first step in becoming a virtual community of practice. I hope you will join in! If you have any questions, comments or ideas for this publication, please contact me any time.

Ohio Department of Education Issues Performance-Based Criteria for Licensure Granting ITPs

By **Jean Parmir**, ISLR Administrator (*reprinted from SIGNALS newsletter*)

When the Ohio legislature established licensure requirements for educational interpreters, the Ohio Department of Education (ODE) developed a procedure and guidelines for approving Interpreter Training Programs (ITPs) to grant those licenses. The first programs were approved in 1998: Cincinnati State Community College, Columbus State Community College, Kent State University, Sinclair Community College, and the University of Akron. Except for the University of Akron, these programs are still in existence. *Continued on page 2*

Ohio Department of Education Issues Performance-Based Criteria for Licensure Granting ITPs

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Four additional programs have been approved since 1998: Cuyahoga Community College, Jefferson Community College, Ohio University-Chillicothe, and Washington State Community College. From 1998 to 2008, the approval process did not change. In addition, there was no mechanism for review of the approved programs to ensure they continued to meet the standards required for initial approval.

The 2008 guidelines emphasize what the interpreting students will be able to do.... The ITPs determine what assessments to submit to show evidence of meeting the standards.

In 2007, Carol King was hired by the Office of Educator Preparation at ODE to work with all associate licensure programs, including interpreter education. She talked with Ohio interpreter educators at the colleges and ISLR and investigated resources for interpreter education.

In February 2008, a standards writing advisory committee met under the direction of Carol King. The committee included current and former coordinators of Ohio ITPs: Phyllis Adams from Sinclair, Christine Evenson from Columbus State, Donna Liebenauer from Cuyahoga, Linda Ross of Hallenross and Associates, Leah Subak from KSU, and Lori Woods from OU Chillicothe. Pam Brodie and Jean Parmir from OSD Outreach also served on this committee. The committee was one of many that ODE set up as part of a process of modifying the teacher preparation licensure program standards, program report submission guidelines, and templates to be

performance-based. The previous guideline stressed what interpreting students should know rather than what they should be able to do. It included the following areas: General Education, Foundations in Education and Deafness, Foundations in Interpretation, Educational Interpreting, and Communication and Educational Interpreting Skills.

The final area was the only one that looked at performance. The 2008 guidelines emphasize what the interpreting students will be able to do. When knowledge is included, the standards look at ways that knowledge will be applied, using verbs like “recognize,” “utilize,” and “distinguish.” For example, Standard 1 states, “Candidates apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings [italics added].” The ITPs determine what assessments to submit to show evidence of meeting the standards. ODE requires that the assessments be performance based, use multiple forms of measurement, and measure at multiple points throughout the program.

The new *Ohio Educator Licensure Program Submission Guidelines for Interpreter for Hearing Impaired Associate Teacher Licensure*, dated 7/8/08, can be viewed as a pdf on the ODE website. Go to <http://education.ohio.gov>. select the link **Educator Preparation in Ohio**. Select the **Ohio Educator Licensure Program Chart (OHELP) link**. Scroll down to **Associate Interpreter for the Hearing Impaired Ohio**.

The standards apply to initial licensure approval and to program reviews for all ODE approved ITPs. Undergraduate institutions are required to be accredited by NCATE

(National Council for Accreditation of Teacher Education) or TEAC (Teacher Education Accreditation Council) and are reviewed on a five to seven year cycle. Associate degree institutions now go through an Ohio process for review with a seven year cycle. Program reviews also include an on-site visit. ODE selects the program reviewers, and the review team typically includes members of the original writing team. ODE completed training for reviewers, both for program reports and on site visits, on September 11-12, 2008. On-site reviews will begin in the spring of 2009. Each ITP will send in a program report 6-9 months prior to their scheduled on-site review. It is expected that the reviews for all Ohio ITPs will be completed by spring of 2010.

2008 Standards for ODE Approval of ITPs

Standard 1 Candidates apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings.

Standard 2 Candidates support learning environments that promote high levels of learning and achievement for all students.

Standard 3 Candidates prepare and deliver effective interpretation that supports instruction, assessment and the learning of each individual student.

Standard 4 Candidates collaborate and communicate with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.

Standard 5 Candidates assume responsibility for professional growth, conduct, performance and involvement as an individual and as a member of the learning community.

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Regional LPDC Support Team

The Regional Local Professional Development

Committee (RLPDC) Support Team was established in late 2005 to facilitate transition to a standards-based professional development system, specifically to:

- Organize and hold informational meetings for LPDC members in their assigned areas;
- Work cooperatively with Ohio stakeholders to develop tools and strategies for effectively implementing the Professional Development Standards across the state; and
- Develop standards-based criteria for LPDCs to use to evaluate Individual Professional Development Plans (IPDPs).

The Ohio Board of Education adopted new standards for

principals, teachers, and professional development in October 2005. The *Standards for Ohio Educators* book was published to provide information on these standards. RLPDC members developed an evaluation rubric for LPDCs in the publication *Organizing for High Quality Professional Development*. The rubric is to be used by LPDCs to evaluate and approve educators' IPDP submissions.

Educational Interpreters follow the same renewal requirements as do teachers. In 2008, new standards for Interpreter Training Programs were approved; however the *Standards* book does not specifically address interpreter standards. Local Professional Development Committees and interpreters often struggle to communicate with each other about IPDP development and activity approval.

In September 2008, Pam Brodie from the Center for Outreach Services joined the RLPDC. Pam is the technical support designee for special purpose schools; she also provides information about the needs of Educational Interpreters.

Pam is available to provide training and support to LPDCs and districts on using the rubric and on LPDC policy and procedure. She can also provide phone and email support to LPDCs.

Contact Pam at:

Phone: 614.728.4038

Email: Brodie@osd.oh.gov

Community of Practice Across Ohio—Your Program Information Here!

According to Wikipedia, community of practice is defined as *the process of social learning that occurs and shared sociocultural practices that emerge and evolve when people who have common goals interact as they strive towards those goals.*

In a presentation on the National Agenda, Dr. Jay Innes, Dean of the College of

Professional Studies and Outreach at Gallaudet University said that “Educational services for deaf and hard of hearing children have become more fragmented than at any point in the history of education of the deaf.” One way to overcome this fragmentation is for programs and professionals to discuss and share best practices.

In November 2007, educators and program representatives from across the state met for a two-day meeting to review the [NASDSE](#)

Educational Service Guidelines and to talk about ways to address critical needs by developing a Community of Practice. Principles

and concepts for the Community of Practice were developed from proceedings of the *Improving Educational Services for Students who are Deaf or Hard of Hearing in Ohio*

workshop held November 29—30, 2007. The workshop was co-sponsored by The Ohio Department of Education (ODE) and The National Association of State Directors of Special Education (NASDSE). Participants included approximately fifty diverse stakeholders representing families, local school districts (practitioners and administrators), the Ohio School for the Deaf, higher education, early intervention, state agencies, outreach services, etc. Since that meeting, there have been

significant changes affecting education in Ohio; there is new leadership in the Ohio Department of Education and in the Office for Exceptional Children. Ohio schools are facing challenges with shrinking budgets. Now more than ever there is a need for practitioners in the field to network and collaborate. This newsletter is a small step in that direction.

A community of practice starts with YOU! If you have information you would like to share for this column, please send it to the Editor at: OutreachCenter@osd.oh.gov.

We are seeking examples of best practice on:

- Deafness and Autism
- Using Sign Language with Cochlear Implants
- Transition from Early Learning to K-12
- Addressing services in rural areas
- Examples of inter-agency collaboration

Do you have an example of best practices you'd like to share? Send your information to the Editor at OutreachCenter.osd.oh.gov

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Readers may submit articles via email. Send articles and information to OutreachCenter@osd.oh.gov. Submissions may be edited.

Updates in Deaf Education is published quarterly in January, April, July and October by the Center for Outreach Services. The editor is Pamela Brodie. All issues are available on our website; to visit the newsletter archive, click here. If you wish to receive email notification of new editions, join our mailing list. Contact us or visit our website for more information. Information in this newsletter is gathered from a variety of sources. The Center for Outreach Services does not endorse workshops or materials unless specifically stated.



OHIO SCHOOL FOR THE DEAF
CENTER FOR OUTREACH SERVICES

Communication...Consultation...Collaboration

www.ohioschoolforthe deaf.org/outreach.aspx

Center for Outreach Services

What we do:

The Center for Outreach Services provides support, assistance and resources to educators, interpreters, parents and school districts who work with learners who are deaf and hard-of-hearing in Ohio's public schools. We provide services to learners, families and schools using any communication mode, including both visual and auditory methods.

Our mission...

Share and promote best practices in education among all educational partners serving deaf, deafblind and hard-of-hearing learners in Ohio.

Special Announcement:

Gallaudet Clerc Center Literacy Series: August 3—5, 2009, in Columbus Ohio. A four-program series will be offered.

Series workshops include:

Literacy - it All Connects; Read it Again and Again; Reading to Deaf Children: Learning from Deaf Adults and Language Experience

Parents and professionals will learn strategies helpful in facilitating language and literacy skills in children who are deaf and hard of hearing. Topics covered include the [15 Principles for Reading to Deaf Children](#) based on research involving Deaf adults reading to deaf/hard of hearing children. Also covered will be how multiple readings of a story can deepen

students' understanding and improve writing and reading skills, and how teachers can utilize student-initiated experiences in facilitating authentic language and literacy learning. Workshops are presented via lecture and interactive small-group activities.

More information and registration will be coming in spring 2009.

Summer Enrichment Experiences for deaf and hard of hearing students:

More information to come; check the [Outreach Events](#) page for more information.

Drivers Education: June 14—26

Basketball Camp: June 8—13