



Updates in Deaf Education

2: April 2009

Center for Outreach Services

2009 Professional Development Opportunities

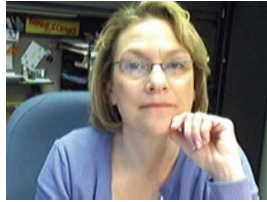
- [Ohio Early Care & Education](#)
May 28—30
Columbus, Ohio
- [Building Bridges](#) May 1 & 2
Cincinnati Children's Hospital, Cincinnati, Ohio
- [Summer Institute for Educational Interpreters: 10th Anniversary](#) June 15 & 16
Columbus, Ohio
- [Clerc Center Literacy Series](#)
August 3—5
Columbus, Ohio
(Details are on page 5)
- [Summer Enrichment Experiences for Students: Drivers Education Basketball Camp](#)
(Details are on page 5)

The Center Events Calendar is updated frequently. Check our web at: www.ohioschoolforthe deaf.org Click on the events link under the Outreach tab.

Inside this issue:

State Leaders Summit on Deaf Education	3
Mentoring Services for Educational Interpreters	4
Summer Literacy Workshops	5
Summer Enrichment programs	5

Online with the National Summit on Deaf Education (see page 3)



Notes from the Center
Pamela Brodie, Director
It doesn't matter if you are a captain of industry or an ordinary citizen—everyone is looking to economize and stretch available dollars. A side benefit of feeling the pinch is that it forces people to consider possibilities that may have seemed far-fetched at one time or another. In recent months, all forms of video and online interaction have boomed in the face of restricted travel. The annual National State Leaders

Summit on Deaf Education that is held after the CEASD conference is broadcasting their conference online for the first time. It's no small undertaking; live presentations will be webcast along with interpreting and open captions. The Center will be participating. The purpose of the Summit is to bring together state teams for the purpose of designing educational systems and services that will successfully launch every DHH student from birth to young adulthood to his/her highest academic and social potential. Since 2005, Ohio has sent teams of school and ODE personnel and parents to the Summit.

The Summit takes place April 29—May 1. If you are interested in participating at our webcast site at OSD, please contact me. More information about the National State Leader's Summit can be found on Page 3.



To paraphrase an old saying; *"the internet is an excellent servant but a terrible master."* I rely heavily on the internet and I also become frustrated when links I use no longer work. If you are on the Outreach website and find that a link doesn't work, please let us know by sending email to OutreachCenter@osd.oh.gov

What is a Community of Practice?

Author Etienne Wenger defines 'communities of practice' as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." According to Wenger, three characteristics must be present for a group to truly be a community of practice; a **commitment to the domain**, and a shared competence in the domain that distinguishes members from other people; a **community**, where members engage in joint activities and discussions, help each other, share information and build relationships that enable them to learn from each other; and a **shared practice**; members of the community are practitioners and they develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems. This takes time and sustained interaction. (From *Communities of Practice; a brief introduction—Etienne Wenger; ewenger.com/theory/*)

Continued on page 2

What is a Community of Practice (from page 1)

Another definition of community of practice comes from Peter & Trudy Johnson-Lenz, of Awakening Technology; "A group of professionals, informally bound to one another through exposure to a common class of problems, common pursuit of solutions, and thereby themselves embodying a store of knowledge."

More than a "community of learners," a community of practice is also a "community that learns." Not merely peers exchanging ideas around the water cooler, sharing and benefiting from each other's expertise, but colleagues committed to jointly developing better practices, according to George Pór, of Community Intelligence Labs. (Source: *FAQ KM4Dev Source Materials*, 2/2006. km4dev.org)

One of the challenges facing educators is the paucity of research about the efficacy of educational approaches to teaching children who are deaf or hard of hearing. The few studies that are published often involve as few as one or two subjects.

At right are descriptions of two Community of Practice (CoP) sessions starting in April; both sessions are FULL! If you are interested in starting/participating in a CoP, check out the information on this page.

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

Two New Online Communities of Practice Begin in April

Exploring Interpreting for Students with Cochlear Implants: An Online Community of Practice

This seminar is geared for interpreters who are currently working with students with cochlear implants or have done so in the past. As participants learn more about Cochlear Implants and the ways learning is impacted for students with implants and share dialogue about what has and has not worked for interpreters working with these students, they will begin to build a knowledge base on the topic. During a session at Summer Institute in June, the collective knowledge of the participants in this seminar will be shared with Summer Institute participants for their additional insights. The goal of this community of practice is to produce a document outlining known best practices for interpreting with students with implants.

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 issue you'd like to address in a collegial forum? Please contact us!

Methods of Assessment for Preschool Children who are Deaf and Hard of Hearing: An Online Community of Practice

Early childhood educators are required to assess the skills and need areas of young children with disabilities. Generally speaking, standard assessments are not designed or normed for preschoolers who are deaf/hard of hearing. Because communication is the core issue for these children, traditional measures can often mask the students' deficiencies or fail to show their true competencies. This seminar is geared for professionals who currently assess young children who are deaf/hard of hearing as they enter or leave preschool programs or for professionals who want to increase their repertoire of assessment skills for young children with disabilities. Participants will explore the major areas of development and how skills are assessed within each area in young children who are deaf/hard of hearing. Participants will dialogue about what has and has not worked for practitioners with these students, and begin to build a knowledge base on the topic. This on-line forum will lead to the development of a document outlining known best practices for the evaluation of young children with hearing loss. Solid evaluation results lead to the development of IEPs that are strategically designed for student progress.



State Leaders Summit: Making a Commitment to Improve Results for Children and Youth who are Deaf or Hard of Hearing: April 29—May 1, Webcast in Columbus Ohio

Where:

Webcast at the Ohio School for the Deaf Columbus, Ohio

Expected Outcomes of the Summit:

- Participants will connect with others across the country and will leave with ideas and information that they've learned from interactive conversations.
- States will have formed or strengthened their stakeholder teams that include parents; state department of education, state school, and regional program leaders; individuals who are deaf or hard of hearing; higher education representatives; and other critical players.

The Summit is dedicated to creating an environment where vested parties work together.... To effectively plan, it is essential that key stakeholders are at the table.

- Participants will identify relevant data to be used for improvement planning and selection of improvement strategies/programs and practice applying data analysis tools that can be used by the full team upon return home.
- States will leave with an updated action plan, including review of critical team members, actions needed to ensure a functional team, and steps for moving forward with improvement planning.
- Teams will assess their state's progress in meeting the goals of the National Agenda.

Who Should Attend?

The Summit is dedicated to creating an environment where vested parties work together. This unique conference provides the opportunity for planning within states, as well as shared problem-solving across states. To effectively plan, it is essential that key stakeholders are at the table including at a minimum representation from:

- Parents (those with a non-parental professional role cannot be considered as the parent representative)
- State Department of Education
- State, or other, Special Schools and Programs for the Deaf

Additional team members to consider include representatives from higher education, early childhood, deaf education, local programs, or others who have a vested interest and potential influence in improving educational outcomes for children and youth who are deaf or hard of hearing.

Ohio's Team:

Pamela Brodie, *Director, COS*

Bonnie Nelson, *ODE
Office for Exceptional Children*

Tamara Burnett, *OSD Principal*

Tabitha Belhorn,
Parent Representative

Your name here!

How Do I Join?

To become part of this team, contact Pam Brodie at the Center for Outreach Services, Ohio School for the Deaf: 614.728.4038 or Brodie@osd.oh.gov.

The registration deadline is April 22. There is no cost to attend.

Who Is the Sponsor?

The National Deaf Education Project (NDEP) was established in 1998 to articulate and work toward the development of a quality communication and language-driven educational delivery system for students who are deaf or hard of hearing.

The founder and director of NDEP is Lawrence Siegel, J.D. The Board of the NDEP is comprised of representatives of Gallaudet University, the National Technical Institute for the Deaf, the National Association of the Deaf, the American Society for Deaf Children, the Conference of Educational Administrators of Schools for the Deaf, and the Convention of the American Instructors of the Deaf.

(There will be no registration fees for Ohio webcast participants)

Links to more information:

National Deaf Education Project:
ndepnow.org

2009 State Leader's Summit on Deaf Education
[Summit Information](#)

Center for Outreach Services Program Highlights: Mentoring Services for Educational Interpreters

Every interpreter possesses both areas of strength and areas needing improvement. Mentoring is a wonderful way to provide opportunities for growth for mentors and mentees. By providing mentoring services to interpreters in the state of Ohio, ISLR can increase the skill level of those professional interpreters working in our state and improve the level of interpreting service for students accessing these services. Mentoring services are available to all interpreters in the state of Ohio. Priority for selection will be based on, but not limited to, interpreters who meet the following criteria:

- Are currently working in the educational setting (pre-K-12)
- Hold a valid Educational Interpreting License from the state of Ohio
- Are recent graduates of an Ohio Department of Education approved Interpreter Training Program AND are seeking employment in the K-12 setting.

"I called on ISLR mentoring services because I needed some input to improve my interpreting skills as an educational interpreter. The one-to-one relationship helps me to focus on my areas of need. When I finish a consultation with her, I am excited to get to work and put to practice what we had talked about." ~ Ohio Educational Interpreter

Mentoring provides individualized skill development and can focus on advanced skills that are not usually addressed in workshops. Mentoring sessions can fit individual scheduling needs and participants may earn contact hours if approved by the interpreter's Local Professional Development Committee.

RID Independent Study credit can also be earned. Educational Interpreters anywhere in the state of



Ohio are eligible to receive mentoring services.

There are several different options for conducting a mentorship:

- In person
- Via distance technology
- Email
- Fax
- Video conference
- Standard Mail
- Phone conferences

Interpreters may be interested in developing a mentoring relationship for a variety of reasons. Examples of types of mentoring available:

- Interpreting skill development (voice to sign and sign to voice)
- ASL skill development
- English skill development
- Interpreting process mentoring
- Ethical issues

Staff Spotlight:

Margaret
DiMaria
Murphy, Lead
Interpreter
Educator



Margaret has been an employee of the Center since 2002. She manages the Center's Online Education Program, provides workshops and consultation services, and developed and coordinates the Mentoring Program. Margaret has an A.A.S. in interpreting from the National Technical Institute for the Deaf, and a BS in speech and language pathology. She also has a Master Mentor Certificate from project TIEM at Northeastern University. She holds the Certificate of Interpretation, Certificate of Transliteration, and Oral Transliteration Certificate from the Registry of Interpreters for the Deaf. She received a rating of 4.6 on the elementary PSE (Pidgin Signed English) version of the Educational Interpreter Performance Assessment (EIPA) and passed the knowledge test. She is a licensed educational interpreter in the state of Ohio. Prior to joining the Center, she worked as a staff interpreter for the US Department of Education as well as freelancing for many agencies and colleges and universities in the DC area.

For more information on Mentoring, or to start mentoring services, contact Margaret DiMaria Murphy at murphy@osd.oh.gov or call Margaret at 614.995.1566. Check out Mentoring Program information online at:

www.ohioschoolforthe deaf.org/mentoring.aspx

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www.ohioschoolforthe deaf.org/outreach.aspx

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.

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.

Summer Programs at OSD for students and professionals

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**
- **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 2010.

Summer Enrichment Experiences for students who are deaf and hard of hearing:

[Basketball Camp: June 8—13](#)

[Drivers Education: June 14—26](#)

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