

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2009

### New Forms, New Terms

#### *Changes affecting Ohio educators*

If you've been involved in an IEP meeting this year, you already know that the form Ohio uses has changed. The Office for Exceptional Children at the Ohio Department of Education revised the IEP form to align with revisions in federal law (Individuals with Disabilities Education Act, or IDEA) and with state law. The new revised IEP is **mandatory** for all districts beginning with the 2009-2010 school year.

There is also a new form for reports of evaluations done by multidisciplinary teams. These reports are done initially to determine whether a child qualifies for special education services. Additional evaluations are done at least every three years, though it may not be necessary to repeat all assessments each time. You probably know these reports as MFEs, or Multifactorial Evaluations. They are now called ETRs, or Evaluation Team Reports.

(See [New](#) on page 5)

#### SHARING SOLUTIONS

### Does Your Interpreting Box Fit Anymore?

#### *Feeling the need to do it differently*

By Angela Siems, National Trail Local Schools, Preble County

In my early years of interpreting, I wanted to be in that "perfect interpreter" mode; following all the rules and staying in my "role." Often I would leave a classroom and feel that this was not working. I knew my student needed more explanation and/or time to digest the information. Often I felt that the topic needed to be explained in a different way.

Often in our interpreting careers we become very comfortable in our interpreting "box." Interpreting situations and experiences come and go. In hindsight we think to ourselves, "It could have been much clearer if I had done it this way...." Hindsight happens in all life situations. It is what we do with the hindsight that counts.

We all know that reading skills are critical to success in every subject, and that our students tend to struggle with reading. Statistics show that deaf students typically graduate on a fifth

(See [Box](#) on page 6)



### Upcoming Statewide Outreach Workshops

March 26 - 27, 2010

*Early Childhood and Deafness Conference*

Details TBA!

[www.ohioschoolforthe deaf.org/outreachevents.aspx](http://www.ohioschoolforthe deaf.org/outreachevents.aspx)

#### **SIGNALS** ♦ Autumn 2009

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## Statewide Assessments

### Language Translation Scripts

The state provides audio versions of statewide tests for some Limited English Proficient (LEP) students. Those whose native language is not available in audio format may have an oral translator.

To insure that translators follow appropriate procedures, scripts with directions for spoken language test administration are available. The scripts can also be used for sign interpretation; directions for using them with students who are deaf or hard of hearing are in development and may be available later this academic year.

### Allowable Accommodations

Accommodations allowed on statewide tests can be found on the [Ohio Department of Education website](http://www.ode.state.oh.us). The document was formerly "Appendix J" of the Ohio Statewide Testing Program Rules Book. Search for "accommodations" at [www.ode.state.oh.us](http://www.ode.state.oh.us).

Interpretation is allowed:

- On reading tests, interpret only directions, questions and answer choices. Reading passages must be read in English.
- In general, the entire test for other test subjects may be translated.

### Name Change

The Ohio Achievement Tests (OAT) are now called Ohio Achievement Assessments (OAA). ■

### Alternate Assessment based on Modified Achievement Standards (AA-MAS or 2%)

Wendy Stoica, Office of Assessment, Ohio Department of Education

The Ohio Department of Education is the lead agency in a multi-state consortium with Minnesota, Oregon, and the American Institutes for Research (AIR) that received a federal grant to develop an Alternate Assessment based on Modified Achievement Standards (AA-MAS or 2%).

**The Office of Assessment and Office for Exceptional Children are seeking districts to participate in a field test of Reading and Mathematics in March 2010.** We are in the process of identifying districts who are interested and obtaining a contact person so we can confirm participation in early December.

The administration window for the field test of students with disabilities in grades 5-8 & OGT is March 1-26, 2010. This is a paper-pencil assessment with Reading and Mathematics in one consumable test booklet, no separate answer document. The tests are divided into sections so students may complete each test over several days as needed. Students participating in the field test are required to participate in OATs and OGTs and no test data will be provided to the district on specific student performance. Students with disabilities who receive assessment accommodations for statewide testing may use those accommodations for the AA-MAS.

Please contact **Wendy Stoica, Office of Assessment, at 614- 466-0223 or [wendy.stoica@ode.state.oh.us](mailto:wendy.stoica@ode.state.oh.us)** for more information or to indicate interest. More information, including eligibility guidelines for IEP teams, is available at the ODE website. ■

## NEW! Online Self-Study Modules Available

### Interpreting Strategies for Deaf-Blind Students

The Center for Outreach Services has partnered with the Ohio Center for Deafblind Education (<http://www.scco.org/ocdbe/index.html>) to provide training for interpreters who work with deaf-blind students in the classroom. The *Interpreting Strategies for Deaf-Blind Students* seminar is a series of modules for independent self-paced study. The content can be accessed anytime, from any location, using your personal username and password.

Licensed interpreters who complete the modules may be able to receive Professional Development Contact Hours to apply toward renewal of the Ohio Department of Education Associate License. You should check with your Local Professional Development Committee (LPDC) regarding their requirements before beginning the activity.

To access this seminar, please go to [www.osdonline.org](http://www.osdonline.org) and click on the link for "Interpreting Strategies for Deaf-Blind Students." If you have taken an online seminar with us in the past, you can use your username and password to access this seminar. If this is your first online seminar with us, click on the "Create a New Account" link in the upper right-hand corner of the OSD Online home page. Once you log in, you will find instructions on how to navigate the site and complete the seminar.

If you have any questions about the seminar content, please contact the instructor, Heather Herbster, at [hherbster@scco.org](mailto:hherbster@scco.org). If you have difficulty accessing the site, please contact Margaret Murphy at [murphy@osd.oh.gov](mailto:murphy@osd.oh.gov). ■



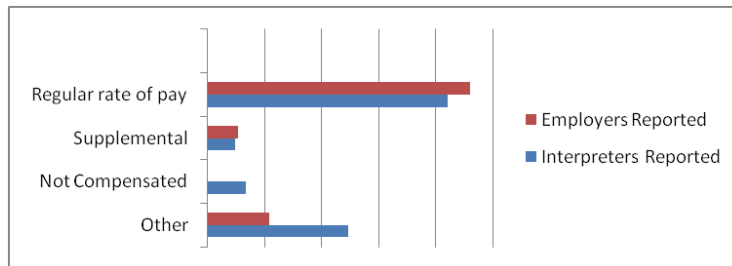
## WORKING CONDITIONS SURVEY

## Compensation for Extracurricular Activities

### More Than Half of Interpreters Reported Regular or Supplemental Pay

In the 2008 Ohio K-12 Educational Interpreters Working Conditions Survey, interpreters and employers were asked about compensation when employees interpret extracurricular activities. Their responses were as follows:

- ♦ 42.2% of interpreters and 46% of employers report compensation as the regular rate of pay
- ♦ 4.9% of interpreters and 5.4% of employers report supplemental pay
- ♦ 6.9% of interpreters and 0% of employers report no compensation
  - ♦ Employers who responded may not represent districts where responding interpreters work
- ♦ 24.8% of interpreters and 11% of employers selected "other"
  - ♦ Comments included how the rate is determined
  - ♦ 30% of the employers stated that their deaf/hard of hearing students do not participate in extracurricular activities
  - ♦ Some commented that agencies rather than staff members are used
  - ♦ Some commented that interpreting is not provided for extracurricular activities



See the complete 2008 Ohio K-12 Educational Interpreters Working Conditions Survey

[www.ohioschoolforthe deaf.org/workingconditions.aspx](http://www.ohioschoolforthe deaf.org/workingconditions.aspx) ■

## EIPA in Other States

Results of an email survey sent to state education consultants by Marsha Gunderson, Consultant for the Iowa Department of Education and the Iowa School for the Deaf, 8/19/09

31 States require a minimum EIPA score; 6 require at least a 3.0, 17 require 3.5, and 8 require 4.0

**3.0:** NJ, KY, LA, NC, WI, WV<sup>+</sup>

**3.5:** AZ, CO, GA, HI, IA, ID, IL, ME, NE, NM, OK, OR, PA, SD, UT<sup>#</sup>, VA, WY<sup>\*</sup>

**4.0:** AK, AL, CA, KS, MN<sup>^</sup>, MO<sup><<</sup>, NV, TX<sup>>></sup>

<sup>+</sup> WV 3.0 for 1-year initial certification; by 7/1/10 3.5 required for permanent.

<sup>#</sup> UT 4.0 started several months ago; 3.5 still accepted as entry level.

Interpreters with 3.5 have 4 years to advance to 4.0. Interpreters with 3.5-3.9 have 4 years from April 2009 to advance to 4.0.

<sup>\*</sup> WY will be 3.5; effective date is 6/ 1/11.

<sup>^</sup> MN must pass both Elementary and Secondary.

<sup><<</sup> MO has a rule in process to require a 4.0.

<sup>>></sup> TX doesn't address EIPA, but interpreter must be a certified member/ certified by RID or the state board of evaluation. RID requires EIPA of 4.0 for certified member status.

## Ohio EIPA Testing Opportunities

### EIPA Written Test

#### Wright State University

Proctor: Greta Knigga 937.775.2075  
[greta.knigga@wright.edu](mailto:greta.knigga@wright.edu)

- ♦ Contact proctor for appointment

#### Columbus State Community College

Proctor: Alan Atwood, 614.287.5164,  
[aatwood@cscc.edu](mailto:aatwood@cscc.edu)

- ♦ Contact proctor for appointment

The EIPA Written Test is currently being rewritten and will be available again starting in September 2009.

Registration & more information:

[classroominterpreting.org/EIPA](http://classroominterpreting.org/EIPA)

### EIPA Performance Test

#### Ohio School for the Deaf

Contact: Cindy Whicker 614.387.0128  
[whicker@osd.oh.gov](mailto:whicker@osd.oh.gov)

- ♦ 2009: Slots available Sept. — Dec. Application and information available online (see below).

#### Kent State University

Contact: Leah Subak 330.929.0389  
[leahsubak@kent.edu](mailto:leahsubak@kent.edu)

For more information about the Educational Interpreter Performance Assessment (EIPA), including ways to prepare and an application to take the EIPA performance test at OSD, visit [www.ohioschoolforthe deaf.org/EIPA.aspx](http://www.ohioschoolforthe deaf.org/EIPA.aspx). ■

*"The problem is not that the deaf students do not hear. The problem is that the hearing world does not listen."*

*~ Rev. Jesse Jackson, 1988*



Iva D'LEMA

## Student Misbehavior

Iva's most recent challenge which she shared in the last edition was:

In one of the classes I interpret, the students' behavior is atrocious. The teacher, who is fresh out of school herself, attempts to control the class, but is not effective. I get angry watching the students be disrespectful. It is hard for me to just stand by and watch. The side conversations are so loud that I can't hear the teacher and have to ask repeatedly for clarification. I have even had to deal with spitballs landing in my hair! The deaf student is distracted - I can't keep his attention. Plus he has started imitating this horrendous behavior. I know that classroom management is not my job, but this is driving me crazy. What can I do, within my role as



### PLEASE HELP IVA!!!

Send your thoughts to ISLR by December 15th to be included in the next edition. You do not need to send a polished response, just an idea or two. Or do you have a dilemma that Iva could share in *Signals*? Submissions may be edited. Individuals who contribute to this column will not be identified with their comments. Contributors are acknowledged on an annual basis. ■

- **Talk to the teacher to see what can be done.** As a new teacher, she is probably even more frustrated than you are. She may not know what to do and may be grateful for the knowledge that someone cares about her and her classroom. Explain your dilemma, focusing on your ability to fulfill your role in the classroom. Be prepared with suggestions, and work together to come up with a solution. Work as a team to provide what the students need.
- **Enlist the help of others.** Ask a teacher mentor or your supervisor for suggestions. Perhaps the supervisor or the principal could do an observation.
- **Talk to the students who are being disruptive.** Kindly but firmly explain that it is impossible to interpret what the teacher is saying because of the chatter and disruptions. Ask them to respect each other by using appropriate turn-taking.
- **Politely interrupt the teacher, then voice your concerns to the class.** Instead of continuing to repeatedly ask the teacher for clarification, say "Excuse me, could you wait a moment?" Then explain to the class how their behavior impacts your job. Thank the teacher for allowing the interruption.
- **Clarify your responsibilities as a team member.** Is the misbehavior directed at you, other students, or the teacher? Are you expected to correct student misbehavior? Can you write them up if the behavior is directed at you? ■

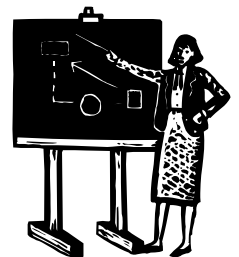
As always, you've given me lots of good ideas! Okay, here's my new dilemma....

I want reassurance that my skills are good enough to work with the students in my school district. Some of the other educational interpreters told me I should take the EIPA because it will give me feedback on my skills. But the ISLR Working Conditions survey showed that only 8% of employers pay more for certification, and my school district isn't one of them. I'm also interested in doing some community interpreting in the summer. The local agency has suggested that I take the National Interpreter Certification evaluation, so maybe I should take that instead. On the other hand, maybe I shouldn't bother at all.

What do y'all think? Should I take a certification test, and if so which one?

### Thanks to those who helped Iva and us all during the 08-09 school year!

Monica Albright	Suzanne Frank	Mary Roark
Sandy Antonelli	Debbie Hall	Rose Ruvolo
Sue Basone	Cathy Harper	Bunny Schimberg
Terry Blair	Patricia Howell	Diane Schmidt
Tracey Blake	Amanda Kaiser	Nancy Shipley
Jessica Bernzweig	Pamela Kiner	Karen Silver
Sally Bowes	Sharon Kisner	Anne Smith
Rebekah Cole	Cindy Koontz	Kay Thompson
Shanna Cullins	Rachel Leffel	Valarie Tarrence
Diana DeSloover	Raquel Marton	Sharon Tumblin
Robert Drake	Jonda McDonald	Karen Warner
Devon Dunson	Dawn Meigs	Sharon Whitfield
Kathy Ferraro	Erin Neale	



## ISLR Interpreter Needs Survey Closed

Thanks to all who completed our needs survey. Your answers will be used to help us plan the programs you need! ■



**(New continued from page 1)**

You can find copies of both forms at EdResourcesOhio.org, and you can also sign up for updates and news from the Office for Exceptional Children and find lots of other resources. (See [box on page 7](#) for more web resources.) For example, you can find the new IEP and ETR forms and Annotations (detailed explanations of what is required). Also, under “Ohio Resources” you can find a document that outlines Statewide Assessment Accommodations. You can also find that document by searching the ODE website.

**Highlights of changes that impact IEPs for students who are deaf or hard of hearing**

**Section 2, “Special Instructional Factors”**

This section asks, “Does the child have communication needs (required for deaf or hearing impaired)?” IDEA has required IEP teams to consider these needs in the past. The new form simply makes this more specific.

The IEP must include a communication plan for children who are deaf or hard of hearing to address the appropriate language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode and assistive technology devices and services. (IEP PR-07 form Annotations 07/09)

The annotations document also provides questions for guidance in assessing these needs.

**Questions for the IEP Team to Consider:**

- ♦ What is the child’s typical mode of communication?
- ♦ Is the child understood by others, especially with unfamiliar communication partners?
- ♦ What opportunities exist to foster communication with others?
- ♦ Do the child’s communication skills have an impact on learning?
- ♦ Does the child require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- ♦ What other considerations (e.g., mode of communication used at home) should be addressed?
- ♦ Is an educational interpreter or transliterator needed for the child to participate in and benefit from classroom instruction and/or social interaction?
- ♦ What opportunities exist for direct instruction (without interpreter support) in the child’s language and communication mode?

The Center for Outreach Services at OSD has written a *Communication Plan* that districts can use when considering communication issues. [Contact us](#) if you would like a copy to use or adapt.

**Section 6, “Measureable Goals”**

All goals, including interpreting goals, must be measurable, relate to students’ present levels, and identify an academic content area or functional (behavior or communication) need. Goals should relate to needs identified in Section 3, “Profile.” The goal section must also state how frequently progress toward meeting the goal will be reported.

Interpreting goals would be likely to address a student’s communication

need. For example, if a student does not ask for clarification or request interpreting services at an appropriate age for those skills, goals could be written to address those needs. Goals related to interpretation could also be included in the Transition Plan if they address skills the student will need after graduation.

***Goals must be measurable, relate to students’ present levels, and identify an academic content area or functional (behavior or communication) need.***

**Section 7 “Description(s) of Specially Designed Services”**

The new form includes a separate page for all services, including specially designed instruction, related services, assistive technology, accommodations, modifications, support for school personnel, and service(s) to support medical needs. While interpretation is an accommodation, interpreting services are classified as related services. Specific times and locations that the service is provided must be entered on the related services sheet.

**Related Services:**

Developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services, **interpreting services**, psychological services, physical and occupational therapy, recreation including therapeutic recreation, early identification and assessment of disabilities in children, counseling services including rehabilitation counseling,

(See [New](#) on page 6)



**(New continued from page 5)**

orientation and mobility services, and medical services for diagnostic or evaluation purposes. (IEP PR-07 form Annotations 07/09; emphasis added)

The annotations clearly distinguish between aides and interpreters.

**Support for School Personnel:**

Provide support to school personnel who may need assistance in implementing the child’s IEP. This section provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide a free appropriate public education (FAPE) to the child with a disability. Supports can include **an aide**, training, resource materials, equipment, or consultation with other professionals. (IEP PR-07 form Annotations 07/09; emphasis added)

The new forms are intended to help districts serve students with disabilities. Take some time to get to know the new forms and to read the guidance in the annotations! ■

**RID Standard Practice Paper**

The Registry of Interpreters for the Deaf (RID) has developed Standard Practice Papers for many interpreting topics. The *K-12 Educational Interpreting Standard Practice Paper* was last revised in 2000. An updated version has been written under the oversight of the Educational Interpreting Committee. RID is seeking comments related to the draft copy. Comments will be accepted through November 1, 2009.

<http://www.rid.org/interpreting/Standard%20Practice%20Papers/index.cfm/AID/136>



**(Box continued from page 1)**

grade reading level. Through our experiences we know deaf kids tend to be limited in their exposure to reading and vocabulary development. As interpreters what can we do? We can stay in our comfortable “box,” but who benefits? Not the student!

What can we do? Imagine interpreting for a young elementary student. Each week the students go to the library. This can be a wonderful time that can be used to help the students we work with build language. It is also a time that they are exposed to rhyme, syntax, genre, etc. When the librarian chooses books to share with the class that our children cannot enjoy as a hearing child could, such as “sound” books, we, together with the librarian, might find books that our student could get more benefit from. Then find a quiet place to explore the books together.

We might want to search for books that make a link to the classroom theme of the week. In this way our activities will begin to build on what is happening in the classroom. We can reinforce the

new vocabulary that will be used for the week, and later review that same vocabulary to make sure that the student has begun to link these words and ideas together. We are using our time more wisely and are doing an activity that the student will benefit from. These kids need

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*If we stay in our box and simply interpret books week after week, will the students show the growth in vocabulary that they might have had with our added help?*

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repeated exposure, exposure, exposure!!!!

If we stay in our box and simply interpret books week after week, will the students show the growth in vocabulary that they might have had with our added help by the end of the quarter, or by the end of the year? How many new vocabulary words will they have learned? How many more new words might they know if we had used our time in a different way? How much “retelling” could they do with our model and assistance in showing them how? ■

**Changes in Teacher Licensure**

The Ohio Legislature instituted four new licensure levels for teachers:

- Resident Educator (was Entry Year)
- Professional Educator (was 5-year Professional)
- Senior Professional Educator
- Lead Professional Educator

The Resident Educator License is issued to graduates of an accredited teacher education program and provides for coaching, mentoring and guidance. Successful completion enables advancement to the

Professional Educator License. The State Board of Education and the Educator Standards Board will develop criteria for the Senior and Lead Professional Educator Licenses. During the interim (July 1, 2009, to January 1, 2011), a transition plan will allow teachers who hold a 2-year Provisional License to advance to a 5-year Professional License. The changes do not affect Associate Licenses. ■



## Upcoming Events

### ASL Cabaret

October 17, 2009 in Columbus, Ohio

More info: Marla Berkowitz [mberkowitz@hallenross.com](mailto:mberkowitz@hallenross.com)

### Special Populations

October 17, and November 14, 2009 at Community College of Allegheny County – North Side Location

More info: (412) 237-2723 or [mguercio@ccac.edu](mailto:mguercio@ccac.edu) or [www.ccac.edu](http://www.ccac.edu)

### K-12 Kamp

October 23–25, 2009 in Louisville, Colorado

More info: [www.leadershipinstitute.biz](http://www.leadershipinstitute.biz) 866-943-0853

### The Interpreting Process : Intention or Retention

October 24, 2009 in Toledo, Ohio

More info: Bill Mair [bjmair@sbcglobal.net](mailto:bjmair@sbcglobal.net)

### RID/NAD NIC Performance & Interview Test Preparation

November 7, 2009 at the Western Pennsylvania School for the Deaf

More info: Richard Wilson 412-371-3325  
[rich.w.49@gmail.com](mailto:rich.w.49@gmail.com)

### DEAFair 2009

November 7, 2009 in Columbus, Ohio

More info: [www.oad-deaf.org](http://www.oad-deaf.org)

### Indiana RID Conference

November 13–14, 2009 in Indianapolis, Indiana

More info: [www.icrid.org](http://www.icrid.org)

### Academic ASL: It Looks Like English, But It Isn't

Presented by Marla Berkowitz and Linda Ross

November 14, 2009 in Dayton, Ohio

More info: [www.hallenross.com](http://www.hallenross.com) 614.296.8937

### Fingerspelling for the Professional

December 5, 2009 at Community College of Allegheny County – North Side Location

More info: (412) 237-2723 or [mguercio@ccac.edu](mailto:mguercio@ccac.edu) or [www.ccac.edu](http://www.ccac.edu)

### OCRID 2010 State Conference: An Interpreter Odyssey

May 14th - 16th, 2010 in the Greater Cleveland Area

### RID Region 3 Conference

July 21-24th, 2010 in Bloomington, Minnesota

#### RESOURCE RICHES

## Websites helpful to understanding Ohio special education forms and procedures

Compiled by Janet Gordon, Ohio School for the Deaf Consultant

For IEPs:

[http://www.edresourcesohio.org/files/iep\\_form\\_09.pdf](http://www.edresourcesohio.org/files/iep_form_09.pdf) (the IEP form)

[http://www.edresourcesohio.org/files/iep\\_annotations\\_09.pdf](http://www.edresourcesohio.org/files/iep_annotations_09.pdf) (guidance document)

For Evaluation Team Reports:

[http://www.edresourcesohio.org/files/etr\\_form\\_09.pdf](http://www.edresourcesohio.org/files/etr_form_09.pdf) (the ETR form)

[http://www.edresourcesohio.org/files/etr\\_annotations\\_09.pdf](http://www.edresourcesohio.org/files/etr_annotations_09.pdf) (guidance document)

FAQs on new forms and special education law, including changes:

[http://www.edresourcesohio.org/files/qa\\_ODE\\_June09.pdf](http://www.edresourcesohio.org/files/qa_ODE_June09.pdf)

Ohio's Operating Standards (the law that regulates services for students with disabilities):

<http://www.edresourcesohio.org/files/>

[Operating Standards for Ohio Educational Agencies Serving Children with Disabilities 2008.pdf](http://www.edresourcesohio.org/files/Operating_Standards_for_Ohio_Educational_Agencies_Serving_Children_with_Disabilities_2008.pdf)

Procedures and Guidance for Ohio Educational Agencies Serving Children with Disabilities (expansion and updates of the Operating Standards):

<http://www.edresourcesohio.org/ogdse/>



## Interpreting & Sign Language Resources

### Center for Outreach Services Ohio School for the Deaf

500 Morse Road  
Columbus, OH 43214

Phone: 614.995.1566 v/tty

Fax: 614.995.1567 fax

Email: [EduTerp@osd.oh.gov](mailto:EduTerp@osd.oh.gov)

### About ISLR

The Interpreting and Sign Language Resources (ISLR) department at the Ohio School for the Deaf serves Ohio pre-K-12 schools, public school interpreters, and interpreting students. ISLR provides professional development for interpreters, including workshops, mentoring, ASL assessments, consultations, and internships.

*Signals* is published quarterly in January, April, July and October by ISLR. The editor is Sara Paullin Casto. All issues are available on our website at [www.ohioschoolforthe deaf.org/islr\\_newsletters.aspx](http://www.ohioschoolforthe deaf.org/islr_newsletters.aspx). 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. ISLR does not endorse workshops or materials unless specifically stated. Submissions may be edited.

*Interpreting and Sign Language Resources receives funding from the Ohio School for the Deaf and the Office for Exceptional Children, through a grant from Title VI-B.*

Visit our website!

[www.ohioschoolforthe deaf.org/outreach](http://www.ohioschoolforthe deaf.org/outreach)

Center for Outreach Services Website — Interpreter Directory

[Center for Outreach Services Home](#)

[About Outreach](#)

[ISLR Advisory Committee](#)

[Staff Bios & Email Addresses](#)

[Interpreter Training Program Work Group](#)

[For Interpreters](#)

[Interpreter Professional Development](#)

[Mentoring](#)

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[Interpreter Training Programs in Ohio](#)

[Interpreter Professional Development Resources](#)

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[Signals Newsletter Archive](#)

[Interpreting Career Information](#)

[State Library Deafness Collection](#)

[Interpreter Working Conditions](#)

[Ohio Guidelines for Educational Interpreters](#)

[Orienting Teachers](#)

[Indicators of Educational Interpreter Competency](#)

[Interpreting for Students with CIs](#) *New!*

[Interpreter Assessments](#)

[Educational Interpreter Performance Assessment \(EIPA\)](#)

[EIPA Testing Sites in Ohio](#)

[OSD's EIPA Testing Site](#)

[Sign Language Proficiency Interview \(SLPI\)](#)

[Upcoming Events](#)

Beyond these links of most interest to educational interpreters, our website also includes information and resources of interest to [other professionals serving deaf students](#) as well as [families](#).

### ISLR Advisory Committee

#### Northwest Representatives:

Diane Schmidt, *Mansfield City Schools*

#### Northeast Representatives:

Lisa Petrucci, *Beachwood Schools*

Carol Black, *Canton City Schools*

#### Central Representatives:

Sarah McKinney, *ESC of Central Ohio, Upper Arlington*

Kristi Hill, *ESC of Central Ohio,*

*Delaware Area Career Center*

#### Southwest Representative:

Sherry Miller, *Dayton City Schools*

Mary Roark, *Jackson Local Schools*

#### Southeast Representatives:

Tammy Dearth, *East Muskingum*

#### Member-at-Large:

Jennifer Carrick, *Cuyahoga Co. ESC*

Email Advisory Committee

members at

[ISLRAdvisory@osd.oh.gov](mailto:ISLRAdvisory@osd.oh.gov)

Visit the [ISLR Advisory Committee](#) page on our website to view meeting minutes and learn how to become a member. **Representatives for the northwest and southeast areas are needed.**