

S I G N A L S

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2009



RESOURCE RICHES

Self-Study Modules for Educational Interpreters Now Online

MRID Skill Development Modules Available to Download on ISLR's Website

In 1994, the state of Minnesota passed a Quality Assurance law that required all interpreters in schools to have national certification by 2000. Funding was later allocated by the Minnesota Legislature to support skill enhancement of interpreters to help them meet the requirement.

The Minnesota Registry of Interpreters for the Deaf (MRID) received part of this funding as a grant to develop self-study skill development modules. The writing was done by a team that included Susan Boinis, Paula Gajewski Mickelson, Patty Gordon, Lauri S. Krouse and Laurie Swabey.

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

SHARING SOLUTIONS

Back to the Books!

Returning to College as a Working Educational Interpreter

By Linda Andrus, Huber Heights School District

When I graduated in 2000 from an Interpreter Training Program (ITP) in New Jersey, I was nervous about entering the "real world." At that time, I felt the need to continue my education because of my intense feelings of inadequacy. Like many ITPs, my program only offered an Associates Degree and I wanted a Bachelor's Degree. I was woefully dismayed when I learned that no Bachelor's programs for interpreting were available in my area.

Knowing that a further degree in my field was not an option, I started my career by accepting a position as an educational interpreter at a local school district. I instantly fell in love with the educational setting and slowly developed more confidence, yet I never lost the desire to continue my education. Occasionally, I would poke around on the internet for an online BA interpreting program, but was always unrewarded.

Seven years later, my husband and I were transplanted to Ohio. It was during an interview with a local agency that I learned that Wright State University had just started a "2 + 2" bachelor's completion program for individuals with an associate's degree in interpreting. I entered the program and am now starting my fourth quarter of classes in the program.

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



Upcoming Statewide ISLR Workshops

March 7, 2009

Understanding Classifier Predicates in ASL Presented by Gerald Eichler
See page 2 for more information
North Canton, Ohio

June 15 & 16, 2009

Summer Institute 10th Anniversary!
Columbus, Ohio

www.ohioschoolforthe deaf.org/outreachevents.aspx

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ISLR WORKSHOPS

Classifier Predicates *Understanding & Using Classifiers Better*

ISLR is offering a workshop on Saturday, March 7, 2009 entitled “**Understanding Classifier Predicates in American Sign Language**,” presented by **Gerald Eichler**. This all-day workshop will be at the Kent State University Stark campus in **North Canton, Ohio**.

Classifiers in ASL serve a special grammatical function; they are predicates. Predicates include the depicting verb in conjunction with other parts of speech to give information about the subject. ASL classifiers can show what the subject is doing, looks like, or its location.

There are many opportunities to incorporate classifiers in an educational setting, but interpreters are often unsure when and how to use classifiers. They also may struggle with how to translate classifiers used by Deaf students into English sentences. **Participants will better understand morphological structures in ASL, and not just as “pictures in the air.”** This workshop will provide practice in using and understanding classifiers correctly.

Gerald Eichler is a faculty member of the Interpreting/ASL Education at Columbus State Community College. He holds a Bachelor of Science in Deaf Studies and American Sign Language from Gallaudet University. He is Deaf, and is originally from Port Clinton, Ohio.

In early February, look for registration information in your email inbox and the Center for Outreach Services events listing at www.ohioschoolforthe deaf.org/outreachevents.aspx

ISLR WORKSHOPS

Interpreting for Students with CIs *Online Seminar to Share Strategies & Resources*

When it comes to interpreting for students with cochlear implants (CIs), many professionals in Deaf education have questions, but few have “answers.” Recognizing there is a lack of information and research on this subject, the Center for Outreach Services at OSD is **exploring strategies educational interpreters have found to be effective** when interpreting for students with CIs.

Towards that end, ISLR is hosting an **online seminar this spring** on interpreting for students with cochlear implants. This seminar is geared **for interpreters who are currently working with students with cochlear implants or have done so in the past**. Don’t worry — no one is expecting you to have all the answers either! But together as we learn more about CIs, the ways learning is impacted for students with CIs, and then **dialogue about what has and has not worked** for interpreters working with these students, we will **begin to build a knowledge base** on the topic.

During a session at Summer Institute in June, ISLR hopes to share the collective knowledge of the participants in this seminar with more interpreters for their additional insights. Eventually, we hope this will lead to developing a document outlining known best practices for interpreting with students with CIs.

The online seminar to begin this journey will take place this spring. Please consider joining us for this eight-week seminar. RID CEUs and a certificate of completion will be awarded to participants. No further commitment is required, although

there will likely be further opportunities for involvement.

In February, look for more information in your email inbox or check our website at www.ohioschoolforthe deaf.org/outreachevents.aspx.

ISLR Advisory Committee Report

The Advisory Committee (AC) met on October 18, 2008. AC members Carol Black, Sarah McKinney, Julie Loedding, Sherry Miller, and Pat Maille attended along with ISLR Administrator Jean Parmir.

The committee discussed implications of state budget cuts on Outreach services, additional dissemination of the working conditions survey, and ideas for online learning, the newsletter, and the website. We reviewed actions for our goals: filling open committee slots, publicizing the EIPA, and revising the *Ohio Guidelines for Educational Interpreters*.

Outreach/ISLR provided updates on provision of the EIPA at OSD, ASL Exhaustively, an online Deaf-Blind interpreting self-study, the regional workshops planned for November and March, Summer Institute, and the mentor program. Members shared news about their regions.

The next AC meeting will be at OSD on January 24. Interpreter Training Program representatives have been invited. Our April 25th meeting will use online networking software.

There is currently no representation on the Advisory Committee for the Northwest region, and there are openings for Southeast region and At-Large positions. See AC info at www.ohioschoolforthe deaf.org/ISLRAdvisory.aspx or contact ISLR (see [back cover](#)) for more information. ■



ORGANIZATION SPOTLIGHT

National & Regional Interpreter Education Centers

RSA Grants Fund a Consortium of Interpreter Education Centers

Organization: National Consortium of Interpreter Education Centers (NCIEC)

Regions: The consortium includes five regional centers. Ohio is in the region administered by the CATIE Center at the College of St. Catherine.

Year Established: 2005

History: The Rehabilitation Services Administration (RSA) has been awarding grants for interpreter training for over 30 years. In past years, RSA supported 10 regional and 2 national projects. Ohio was in Region V, whose five-year grant projects were administered by different organizations, most recently including SLICES and Waubensee Community College. In 2005, a new model was initiated for a consortium of five regional centers coordinated by one national center, now known as the National Consortium of Interpreter Education Centers.

Goal: To increase the number of qualified interpreters and advance the field of interpreting education.

Projects: NCIEC and the regional centers focus their work around ten projects, including recruiting new interpreters, mentoring and interpreting specialties.

Resources: NCIEC hosts a resource center to share information they have gathered on interpreting, mentoring and interpreter education. Some of these databases were previously part of Project TIEM.Online. See www.nciec.org/resource to search based on topic or keyword.

Web Sites: NCIEC www.nciec.org; CATIE Center www.stkate.edu/project

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ORGANIZATION SPOTLIGHT

This column, conceived by the ISLR Advisory Committee, highlights different organizations related to interpreting and Deafness. To suggest an organization, [contact ISLR](#) (see the last page). ■

WORKING CONDITIONS SURVEY

Interpreters' Opportunities for Pay Increases

Survey Showed Raises Most Often Based on Years of Service

Employers were asked if they pay interpreters more for the following reasons:

- **National interpreter certification** such as RID, NAD or EIPA: 8% yes, 92% no
- **Degree:** 33% yes, 67% no
- **Years of service:** 92% yes, 8% no

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See the complete Ohio K-12 Educational Interpreters Working Conditions Survey at www.ohioschoolforthe deaf.org/workingconditions.aspx. ■

Ohio EIPA Testing Opportunities

EIPA Written Test

Wright State University

Proctor: Greta Knigga 937.775.2075
greta.knigga@wright.edu

- Contact proctor for appointment

Columbus State Community College

Proctor: Alan Atwood, 614.287.5164,
aatwood@csc.edu

- Contact proctor for appointment

Registration & more info:

classroominterpreting.org/EIPA

EIPA Performance Test

Ohio School for the Deaf

Contact: Cindy Whicker 614.387.0128
whicker@osd.oh.gov

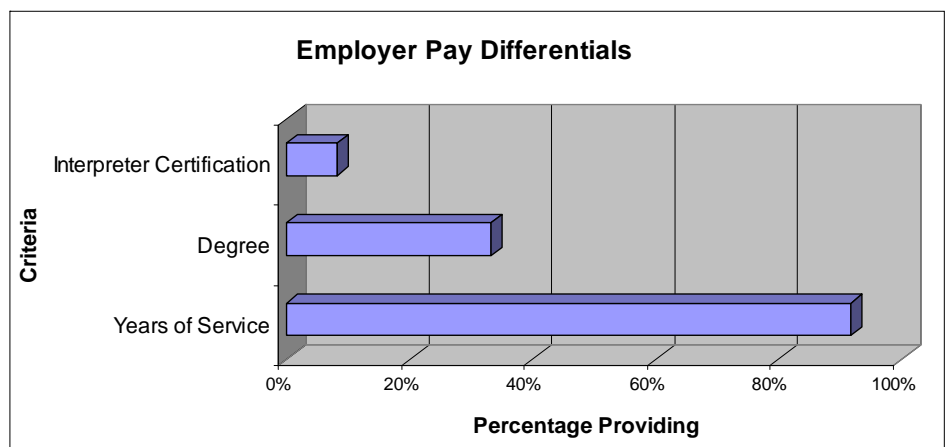
- Boys Town (EIPA administrator)
- 2009: Slots available March—Dec. Application and information available online (see below).

Kent State University

Contact: Leah Subak 330.929.0389
leahsubak@kent.edu

- 2009: Slots available in May

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





Iva D'LEMA

Preparing Students for the “Real World”

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

I am interpreting for an 19-year-old Deaf student at an off-site career center. Last week, class started and the student did not show. I waited for over an hour and finally left. Then I called an hour later to learn he had just shown up so I drove back for the last bit of class. I want to be fair ~ hearing students can show up late. But I also think it is time for the student to get ready for the real world! What should I do?

Iva and others in this situation could:

- **Work with the teacher to find out general classroom expectations and discuss solutions together.** The teacher's rules and consequences for all students should also apply to the Deaf student. This may also be a basis for expectations for the Deaf student. For example, if the rule is that students who are more than 20 minutes late receive a 0 for the day, that might also be an appropriate time frame for when the interpreter will leave. The teacher may also be willing to contact the interpreter if the Deaf student later arrives.
- **Discuss the concern with the interpreter supervisor and find out general expectations for Deaf students and school staff.** A general policy may exist or could be created for all Deaf students regarding this issue. Ideally, this policy would take into account the rights of the students, the age of the students (how soon they will enter “the real world”) and local adult community practices as well as be respectful of the interpreter's time. It may also be that the administration would like to be notified if the interpreter is simply waiting as the interpreter may be needed to cover for another staff member who is absent.
- **Involve the student's educational team.** Remember that like any concern with a student, it is the responsibility of the whole educational team to solve. Depending on the severity of the issue, one or two staff members could be consulted or the entire IEP team could be convened. It may be appropriate for an IEP goal to be written regarding their responsibilities using an interpreter, work readiness skills, or something else that addresses the issue.
- **Educate the student about the policies of community interpreting agencies.** As the student will soon be working with community interpreters rather than educational interpreters, the student needs to learn about and adjust to community expectations. This could be addressed by school transition counselors, by a teacher, or through an appointment with a community interpreting agency. The student could also be given written policies of local agencies.
- **Provide means for the student to communicate last minute information to the interpreter.** The student could contact a specific school office which would relay the information to the interpreter. The interpreter could tell the student their pager or cell phone number. Especially if the Deaf student has a pager, they could easily send a text message if they will be late or absent.
- **Discuss the expectation with the student.** Explain your concern about the situation to the student. Potentially ask the student for their suggested solutions. Communicate whatever expectation you and your colleagues decide upon to the student, possibly in the form of a contract which the student signs.

You are so right! I don't have to be alone in this! Okay, new one!

In the past, the students I worked with sat together in the front of the room. But now in one class, I have one student sitting in the back with hearing friends and another on the other side half way back.

I know the two deaf students are not friends and it's great they feel empowered to choose where to sit. But I know that at least the one in the back is missing some information, yet he hasn't moved up. And I feel like I'm split in two. The teacher doesn't assign seats or I would discuss it with the teacher. I don't want to be the heavy, but this just isn't working. What do I do?



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PLEASE HELP IVA!!!

Iva has another dilemma! Send your thoughts to ISLR by March 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. ■



([COLLEGE](#) continued from page 1)

Managing Work & School

I work full time as an educational interpreter while I take courses. This is not the best scenario, but I need to work since I am the main source of income for our family. Some of my fellow students go to school full time or work part time, but most of us work full time as well as take courses. Working and going to school requires time management and organizational skills as well as commitment.

In order to keep my perspective and ensure that neither my class work nor my professional work suffers, I need to evaluate the number of credit hours I can reasonably manage. Everyone is different, but a good guide is the time available to study. Educators suggest that for every credit hour of classes, a student should have an additional two to three hours per week for study and assignments. My courses are usually four quarter hours, which translates into an additional eight to twelve hours per week for each course.

Online vs. Face-to-Face

New technology gives returning students another consideration — online or traditional face-to-face classes.

I have found that taking online classes works well for me. The flexibility of the online classroom fits my schedule and lifestyle. I have a tendency to use every scrap of time; with online learning I can do the work in the spare moments of my day, piecing together the extra hours required for each class.

Fitting face-to-face classes into my already busy schedule is much more taxing on my energy. Attending these classes normally requires me to

be out late on a work night. Plus face-to-face classes require time on the road to and from the college, time I would prefer to use to do class work or study.

However, online classes are not for everyone. I have classmates who barely tolerate online classes and struggle to survive them. They long for the personal touch of the traditional classroom setting, which I admit is one of the benefits of these types of classes. This difference of perspective is the very reason each student must consider his/her lifestyle and preferences when choosing a program and courses.

Integrating Experience & Instruction

The time I have already spent in the field has also affected my experience going back to school. During my initial training I was inexperienced and needed to start with the very basics. Since then I have learned so much while working that could never be taught in a class, such as how to understand deaf students with an assortment of disabilities or how to work with teachers who do not want a deaf student in their classroom.

My experience not only gives me a different perspective, but also a different basis for learning. Instead of coming to the class as a sponge ready to absorb every bit of instruction, I have knowledge and experience that I need to use as a filter and springboard for the new information I am being given. My real-world experience has been both a benefit and a hindrance in my BA courses.

One benefit lies in the knowledge I bring to the classroom both to help me understand what I am learning and share with others. Another benefit is once the new information

has been integrated, I can immediately apply it to my work. For example, I recently finished a Linguistics class where I learned about ASL concepts such as constructed dialogue (taking on roles of characters), constructed action (showing what happened instead of telling) and blending (taking on aspects of the person or item being portrayed). Intrigued with these ASL features, I began to incorporate them into my interpretations. I have found that when I am able to use these newly learned skills successfully, the message is clearer.

However, if I am not careful this prior knowledge can be a hindrance to learning as well. I don't want to have a negative attitude towards learning, especially in courses that cover subjects I have learned through real life experience. I remind myself that learning is a lifetime process and search for the new insights to be gleaned. Even in classes I didn't think I needed, I have always learned something that benefits me both professionally and personally. To illustrate, I was required to take a class in Deaf Culture, even though I completed one in my Associate's program. I have learned that advancements in technology since that time have led to many changes to the culture of Deaf people. Taking this additional class has helped me to be more aware of these changes.

Continuing my education has proved to be a pleasurable, yet time-consuming activity. As each quarter comes and goes I find myself one step closer to my goal of finishing my bachelor's degree, but more importantly I find myself growing as a person and as an interpreter. ■

See page 6 for a listing of [BA interpreting programs](#)



BA Interpreting Programs in Ohio and via Distance

Kent State University

- Bachelor's degree in educational interpreting
- ODE-approved to license grads
- <http://sped.educ.kent.edu/sped/interpreter/index.cfm>

Wright State University

- BS in Sign Language Interpreting
- Designed for students who have completed an Associate's degree
- http://www.cehs.wright.edu/academic/human_services/sign_language/index.php

University of Cincinnati

- BS in Sign Language Interpreting
- Online program for working interpreters
- On campus program for those new to the field
- <http://teachereducation.cech.uc.edu/interpreting/>

DO IT Center (Distance Opportunities for Interpreter Training) with the **University of Northern Colorado**

- BA in ASL-English Interpretation
- Applications for the 2009-2010 academic year due 1/30/09
- <http://www.unco.edu/doi/> ■

(MODULES continued from page 1)

In 1996, the *MRID Self-Paced Modules for Educational Interpreter Skill Development* was completed and disseminated in a binder.

While it has been twelve years since the modules were written, they remain highly useful and are frequently recommended as a skill development resource. However, the modules were not available anywhere online.

Through a collaboration between the authors of the modules, Tracy Disney of Pima Community College in Arizona, and ISLR, these self-study modules are now online on ISLR's web site. Each module can be downloaded individually and includes a pre-test and post-test as well as many practice activities. The topics of the modules are:

- Process
- Ethics & Role
- Grammar
- Vocabulary
- Structuring Space
- Numbers
- Fingerspelling
- Classifiers

To view the modules, visit <http://www.ohioschoolforthe deaf.org/MRIDModules.aspx>. ■

We Have All Wondered

*By Destiny Cross
Canton City Schools*

I sit here
Wondering what it's like
To be you
Never hearing
Always watching

A lady stands in front of you
Her hands moving
So amazingly fast
But yet this is your language
You understand every sign

This whole situation is new to me
Never had to communicate
The way I have to with you
It has caused my mind to think
And wonder past my daily thoughts

It must be hard being deaf
Trying to talk to people
who can't always understand
Your hands become your voice
Speaking out for you

A kid I knew told me
He wished he wasn't this way
But there are some days
I wish I were deaf
Blocking out all the drama
And confusion
Never hearing the gossip

Sometimes I wonder
If their hands ever get tired
From having to use
Them all day
If they became deaf
Or were they born this way?

I didn't think that there could be
So many signs
For the words I speak
I've always wanted
To know how, if that was me,
How different life would be

We don't know
What the deaf culture
Has been through
But I'm sure
We have all wondered

RESOURCE RICHES

Websites Announcing Ohio Events

Continue your Language Development at Deaf Socials & Events

Beyond the Upcoming Events listing in *Signals*, you can find out about more upcoming events in Ohio, including regularly scheduled socials, at these sites:

Ohio ASL Clubs www.ohioaslclubs.org

Northeast Ohio Deaf Groups <http://users.zoominternet.net/~neodeaf/>

ASL Pedagogy at KSU <http://freewebs.com/thorykksu/>

Deaf Services Center Community Calendar www.dsc.org/calendar

ASL Club at OSU <http://aslclub.org.ohio-state.edu/events.php>

Cincinnati Deaf <http://cincinnati.deaf.blogspot.com/>

Sinclair ASL Club <http://www.sccmacclub.com>

Deaf Community Resource Center www.dcrcoho.com/deafevent.html ■



Upcoming Events

Supporting Deaf People Online Conference — focus on Deaf education and interpreting
January 28–31, 2009 — Online
More info: www.online-conference.net

NIC Nuggets Presented by Linda Ross & Ben Hall
January 31, 2009 in Sylvania, Ohio
More info: Patte Barfield ocridlc1@gmail.com 419.699.1521

Ohio School for the Deaf Alumni Day
February 7, 2009 in Columbus, Ohio
More info: www.ohioschoolforthe deaf.org

Silent Weekend
February 20–22, 2009 in Bloomingville, Ohio
More info: www.silentweekend.com

Understanding Classifier Predicates in ASL
Presented by Gerald Eichler
March 7, 2009 in North Canton, Ohio
More info: 614.995.1566
www.ohioschoolforthe deaf.org/outreachevents.aspx

ASL Idol
March 7, 2009 in Westerville, Ohio
More info: Stephen Rute srute@c-s-d.org

Preparing for the EIPA Performance & Written Sections
March 13, 2009 in Dimondale, Michigan
More info: www.mc dc-dodhh.org 877.499.6232

George W. Veditz ASL Festival
March 27–28, 2009 in Boston, Massachusetts
More info: <http://www.asl.neu.edu/festival/> 800.944.5538

Deaf Communities in the 21st Century
Lecture by Dr. Dirksen Bauman, view film *Audism Unveiled*
April 2, 2009 in Kent, Ohio
More info: <http://www.freewebs.com/thorykksu>

Tree Wise, Production by the **Little Theatre of the Deaf**
April 14, 2009 in Columbus, Ohio
More info: <http://dsc.org/KODA/treeWise.html>

On the Road to Your Future — Bus trip for students to Gallaudet University and NTID
April 22–25, 2009 from Ohio to D.C. & Rochester, NY
More info: Anna Naumann www.deafinitiatives.org
800.985.3323

Michigan RID Spring Workshop
May 1–3, 2009 in Livonia, Michigan
More info: www.mirid.org

OCRID 40th Anniversary—Workshop, Meeting, Banquet
Workshop: Ethics & Interpreting by Anna Witter-Merithew
May 2, 2009 in Worthington, Ohio
More info: www.ocrid.org

Basketball Drills and Thrills Camp (for MS, HS students)
June 8-13, 2009 in Columbus, Ohio
More info: Janet Gordon 614.728.1418 Gordon@osd.oh.gov
www.ohioschoolforthe deaf.org/outreachevents.aspx

Drivers Education Camp (students 15 1/2 years or older)
June 14–26, 2009 in Columbus, Ohio
More info: Janet Gordon 614.728.1418 Gordon@osd.oh.gov
www.ohioschoolforthe deaf.org/outreachevents.aspx

Deaf Adventure Camp Ages 8–16
June 14–19, 2009 in Oregonia, Ohio
More info: www.dsc.org/dktc

Summer Institute for Educational Interpreters
June 15–16, 2009 in Columbus, Ohio
More info: www.ohioschoolforthe deaf.org/outreachevents.aspx 614.995.1566

Deaf Educators & Educational Interpreters Conference
June 24–25, 2009 in Indianapolis, Indiana
More info: Sharon Bryan SharonBryan@indstate.edu
800.622.3035

American Society for Deaf Children Conference
June 24–28, 2009 in Sulphur, Oklahoma
More info: www.deafchildren.org

Rainbow Alliance of the Deaf Conference
June 30–July 4, 2009 in Chicago, Illinois
More info: www.rad.org

Explore Your Future Camp for HS students
July 18–23, July 25–30, 2009 in Rochester, New York
More info: <http://www.ntid.rit.edu/prospective/eyf.php>

Registry of Interpreters for the Deaf Conference
August 1–6, 2009 in Philadelphia, Pennsylvania
More info: www.rid.org 703-838-0030

TechGirlz Camp for Girls to Explore Tech Careers
August 2–8, 2009 in Rochester, New York
More info: <http://www.ntid.rit.edu/prospective/techgirlz/>

Literacy Workshops from the Clerc Center at Gallaudet
August 3–5, 2009 in Columbus, Ohio
More info: www.ohioschoolforthe deaf.org/outreachevents.aspx

Steps to Success Camp
August 7–9, 2009 in Rochester, New York
More info: <http://www.ntid.rit.edu/prospective/steps/>

ASLTA Professional Development Conference
October 29–November 1, 2009 in Phoenix, Arizona
More info: www.aslta.org



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

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. 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

Center for Outreach Services Website – Interpreter Directory

[Center for Outreach Services Home](#)

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[ISLR Advisory Committee](#)

[Staff Bios & Email Addresses](#)

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For Interpreters/ISLR](#)

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[OSD's EIPA Testing Site](#)

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

[Upcoming Events](#)

[Contact Us](#)



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:

Currently no representation

Northeast Representatives:

Lisa Petrucci, *Beachwood Schools*
Carol Black, *Canton City Schools*

Central Representatives:

Sarah McKinney, *Franklin Co. ESC*
Julie Loedding, *Columbus City Schools*

Southwest Representative:

Sherry Miller, *Dayton City Schools*
Mary Roark, *Jackson Local Schools*

Southeast Representatives:

Tammy Dearth, *East Muskingum*

Member-at-Large:

Patricia Maille

Email Advisory Committee

members at

ISLRAdvisory@osd.oh.gov

Visit the [ISLR Advisory Committee](#) website, view meeting minutes