

# S I G N A L S

## News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2011

### Social Media

#### Facing up to Facebook issues

*Pam Brodie, Center for Outreach Services Director, Ohio School for the Deaf*

AN INTERPRETER RAISED THIS QUESTION: *I WORK WITH AN INTERPRETER WHO ALWAYS POSTS THINGS ON FACEBOOK ABOUT THE JOB OR WORK ASSIGNMENTS. I HAVE SUGGESTED SHE NOT DO THAT DUE TO PRIVATE ISSUES, BUT SHE REFUSES TO STOP. ANY SUGGESTIONS?*

Interpreters have always been advised to keep personal and professional lives separate, and to guard the trust placed in us as interpreters through our conduct. Years ago, interpreters were cautioned about going to the deaf club except on family nights. The explosion of social media use blurs the line between personal and professional, and it's important to guard your online reputation as carefully as you guard your identity and your real-life reputation—in fact, most internet pundits agree that your online identity is your real-life reputation.

Professions where practitioners have a duty to their consumers (physicians, counselors, educators, interpreters and the like) are held to a higher standard of conduct than the general working public. Because of our unique relationship to the people we serve, we are on notice for our behavior 24/7. According to

(See Social on [page 2](#))

SHARING SOLUTIONS

### Diagnosis—Improvement!

#### Using feedback from the Educational Interpreter Performance Assessment (EIPA)

*Karen Schiller, Interpreter*

I work in a district where there is no one qualified to come in and evaluate my interpreting skills. Therefore, I appreciate the feedback received from the EIPA, as it helped me narrow down specific areas that I could focus on and improve. Someone else's neutral perspective was better able to pick out areas for improvement that I never would have thought of on my own. This has given me a framework to approach my work ever since. I can now go into a class and think, "OK, my feedback involved fingerspelling, so, today try and fingerspell more words." Specifically targeting my weak areas will improve the overall message tremendously. ■



### Upcoming ISLR Events

November 5

*Fingerspelling, Interpreting, and Literacy: How to Make it Work!*

November 17, January 19, March 22, and May 17

*Read and Reflect online*

April 28, 2012

*Topic TBA*

June 18-19, 2012

*Summer Institute for Educational Interpreters*

### SIGNALS ♦ Autumn 2011

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Social from [page 1](#)

the RID Code of Professional Conduct, interpreters are expected to show respect for consumers (4), show respect for colleagues, interns, and students of the profession (5), and follow ethical business practices (6). The Ohio Department of Education also has expectations of conduct for licensed school personnel. The tenets of the *Licensure Code of Professional Conduct for Ohio Educators* include these: “Educators behave in a professional manner, realizing that one’s actions reflect directly on the status and substance of the profession” (1), and “educators maintain a professional relationship with all students at all times, both in

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***“Social media has become an essential tool for self-expression and unfortunately, self-destruction.”***

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and outside the classroom” (2).

Social media has become an essential tool for self-expression and unfortunately, self-destruction. Mike Simpson, an attorney for the NEA, says, “Many teachers believe they have the absolute First Amendment right to post anything they want on social networking sites, including party pix and diatribes about the boss. After all, they’re on their own time and using their own resources. Sadly, the courts say otherwise. Some seem oblivious to the devastating consequences of posting really stupid things in cyberspace.” Consider some of these scenarios:

- A Charlotte NC school staff member was fired for saying he liked “hanging with my n\*\*as” on his status update.
- A special education teacher in Washington wrote “you’re a retard, but I love you” on a student’s wall.

- The Columbus *Dispatch* newspaper printed several teachers’ status updates about their sexual technique in an article titled “Teachers’ Saucy Web Profiles Risk Jobs.”
- A student teacher was dismissed and lost her opportunity to complete her degree and obtain licensure because of a Facebook profile picture labeling herself as “another drunken pirate.”

And here are examples given during a discussion on social media and interpreters at the recent national RID conference:

- An interpreter was fired after “checking in” via Facebook at a location that revealed assignment and consumer information, causing a HIPAA (Health Insurance Portability and Accountability Act) violation.
- An interpreter coordinator was infuriated to see a contractor post on Facebook celebrating a last minute assignment cancellation and she’d be “paid for doing nothing!” The coordinator wondered if their customers would appreciate seeing that, since they had to pay the agency for cancelling.

Schools all over Ohio are wrestling with social media. Some districts use Facebook, Twitter, Google+, YouTube and all kinds of social media; other districts totally block these sites. Know your district policies about social media. Some districts discourage their staff from having a social media presence at all. Some allow educators to create fan pages, where students can become your fan. You need to know what the district expects, whether you agree with it or not. But don’t friend students on your *personal* page, ever. If you don’t know the difference between a personal page and a fan

page (a Facebook convention) you have already violated the cardinal rule of social media use: *Know how the software works and understand the site rules.*

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***“Know your district policies about social media.”***

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If you are on Facebook, be judicious with your postings. Michael Simpson of the NEA says “If you’re not sure, show your Facebook page to your mom. If she’s got any concerns or problems, then so do you.” When I get a resume from an interpreter, the first thing I do is Google the person to see what’s online. Employers do that these days. Deaf people are also Googling their interpreter. Students are also checking on their teachers, school administrators and YOU online. You may not be “friends” with someone, but there is likely to be a way they can get into your profile to see what you’ve been up to.

I mention Facebook a lot in this article because it is the top social networking site for the moment. There are 400 million active users on Facebook, and 100 million mobile users. I have a Facebook account and a LinkedIn account; it’s been fun for me to connect with old friends and keep in touch with people I don’t get to see regularly. Social media has also done a lot to relieve the isolation many people (including deaf people) experience. I knew Facebook had entered the realm of ubiquity when my 91 year-old-mother signed up for an account! Facebook lets her see what’s going on with her grandkids, who are scattered across the U.S.

The key to using social media effectively is to understand how it works, and to understand the expectations of your employer, your role in the community online—and in real life. ■

**ADDITIONAL INFO ON [PAGE 5!](#)**



## ITP Corner

### Ohio Interpreter Training Programs Preparing the Future

WELCOME TO THE NEW **ITP CORNER!** IN EACH EDITION OF THE NEWSLETTER THE **ITP CORNER** WILL FEATURE AN OHIO INTERPRETER TRAINING PROGRAM. IN THE FIRST EDITION OF THIS COLUMN WE FEATURE SINCLAIR COMMUNITY COLLEGE'S INTERPRETING PROGRAM.

*By Phyllis Adams, Associate Professor and practicum supervisor*

Greetings from Sinclair Community College's American Sign Language Interpreting for the Deaf Program (ASLID). I would like to tell you a little bit about our program.

### ASLID

The American Sign Language Interpreting for the Deaf program is an Associate degree program housed in the Child and Family Education department under the Liberal Arts, Communication and Social Science division at Sinclair Community College. We have an articulation agreement with Wright State University's Sign Language Interpreting program for students wanting a Baccalaureate degree.

### Semester Conversion

Ohio public colleges and universities currently on quarters or terms will convert to a semester system as of Fall 2012. Sinclair has spent the last two years preparing for the conversion. During the conversion process, the faculty carefully reviewed well-established program and credentialing bodies such as ODE licensure, the Commission on Collegiate Interpreter Education (CCIE), and the National Interpreter Education Standards of the Conference of Interpreter Trainers (CIT). Our goal was to ensure that our curriculum reflects the professional standards and best practices in the field of interpreting.

While this process was a monumental undertaking, it was also an opportunity to enhance our program and further strengthen our course offerings for educational interpreters. We have added required coursework focusing on educational interpreting developed with input from local educational interpreters and educators of deaf and hard of hearing students and with

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***“Many educational interpreters take these [summer] courses to satisfy continuing educational requirements”***

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consideration of the Ohio Department of Education's Interpreter Licensure standards.

If you would like a copy of our current or new program please email me. Our current program website (<http://www.sinclair.edu/explore/sign-language/>) is “under construction” and will soon provide information regarding our semester curriculum.

### Language Lab

Sinclair has a state-of-the-art language lab facility. Our lab has fourteen computer stations with internet access, web cams, and headset equipment. Student can record their interpreting performances for practice, class assignments, or self-assessment. The lab also has one soundproof testing booth used for performance-based testing and student self-assessment. Additionally the lab has nine TVs with DVD/VCR equipment for student use.

The lab has a full range of resources in a variety of formats (books, CDs, videos, DVDs, and audio tapes) to meet the needs of students beginning level through the practicum. We maintain current and relevant reading materials, professional publications, newsletters, and copies of all required texts.

A unique feature of our lab is the staff! We have a nationally certified interpreter as the lab coordinator, ASL tutors, and Deaf language models. The language models are available during all hours the lab is open. Each term the lab offers more than 60 hours of free tutoring per week to any student who would like to take advantage of this.

The lab has a new area students call “The Hot Seat” where live role plays are done with one Deaf person, one student interpreter, and one hearing person. Students can practice in a variety of mock interpreting settings and receive feedback from the hearing and Deaf participants.

The lab also offers monthly events outside the regular school hours, which can range from student workshops to activities involving the Deaf community. This allows for additional instruction, interaction, and socialization with the Deaf community.

### Specialized Summer Workshops

During our summer sessions the ASLID program offers summer workshops which focus on a variety of specialized interpreting settings. These are typically one-day workshops which feature vocabulary specific to a unique setting or topic or address a unique skill set such as Deaf-Blind interpreting or the business aspects of the field of interpreting. Many educational interpreters take these courses to satisfy continuing educational requirements for ODE. If you have ideas for topics, please feel free to let me know and we can try to include it in our next summer session. ■

*You can contact Phyllis at [Phyllis.adams@sinclair.edu](mailto:Phyllis.adams@sinclair.edu)*



Iva D'LEMA

## Words, words, words ...

In our summer edition, Iva shared this dilemma:

Sometimes I feel like I'm using the same signs over and over. I know that ASL modifies signs using facial expression, movement, and location, and I do that, but I'm sure there are also lots more signs than the ones I know. I'd like to broaden my sign vocabulary, but I'm not sure how to do that. Do you know of a good way to find ASL synonyms for the signs I use all the time?



Here are some great tried and true tips for this interpreter!

- **Congratulations!** It is more important to use the signs you know well than cram in more, and that is evidently what you are doing. It might help to focus on 2-3 new signs at a time and look for opportunities to incorporate them into your work
- **Professional collaboration** is a huge key. Whenever I get together with another interpreter, we bring up those tough signs and brainstorm. Then we both learn. Observing skilled certified interpreters is another way to learn from your peers.
- **Don't forget fingerspelling!** Fingerspelling, especially of key vocabulary, is a great way to enhance and clarify the message.
- **See what's available** for more formal learning. Take an upper level ASL refresher course at your nearest Interpreter Training Program. Attend workshops.
- **D/deaf people and Deaf Community events** are great resources for expanding your sign vocabulary. Find a Deaf Mentor. Volunteer at a summer youth camp for D/deaf kids or an adult immersion camp. Attend a silent dinner or weekend or any event that includes D/deaf participants.
- **Dictionaries, encyclopedias, and thesauri** can expand your knowledge of word meanings and help you choose signs that reflect those meanings.
- **Take advantage of videos,** vlogs, and other online resources. Some favorites that our readers mentioned: Keith Cagle's "1000 ASL Signs," the K-12 Yahoo group, YouTube, and handspeak.com.

### Thanks to our 10-11 contributors!

Sue Basone	Raquel Marton
Theresa Beuerlein	Christine Mason
Carol Black	Susie Parrish
Suzanne Frank	Mary Roark
Amber Frash	Katie Rose
Jill Gillespie	Lesa Sayre
Stacy Jackson	Karen Schiller
Amanda Kaiser	Diane Schmidt
Sharon Kisner	Kathleen Scott
Lori Long	Colleen Ticherich

Here's our new dilemma. What do you suggest for this interpreter?

The 4<sup>th</sup> grade student with whom I primarily work bites her nails and normally has both hands/fists covering her face from the nose down while I'm interpreting. This means I can't see most of her face to get visual cues on how she's understanding the message. Explaining to her that we interpreters depend a great deal on visual cues and facial expressions has kept her hands from her face somewhat but then it's back to old habits. Any ideas?

### PLEASE HELP IVA!!!

[Click here to send your thoughts](#) 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. ■



## Take charge of your online image—be proactive!

### Understand how various social media interfaces work

Google Maps, Yelp, and all the hundreds of apps on your phone are designed to work with Facebook and other social media sites. You can accidentally give away a lot of information just by checking into a restaurant.

### Protect yourself online

- ♦ Limit who sees your friend list.
  - Most programs default to letting anyone who checks your profile see who your friends are.
- ♦ Learn how to block someone.
  - Most social media sites have blocking features for posts, photographs and so forth. You can block groups of people or individuals.

- ♦ Limit how much information apps can access.
  - By default, apps are usually set to mine all your data, and that of your friends.
- ♦ Customize privacy settings on each video or picture you upload. This restricts who can tag your pictures.
- ♦ Don't add too much information into your profile. If you want birthday wishes, add the month and the day, but never add the year and don't give your actual age. Since your birthday is a piece of information regularly used to verify who you are, you should be careful about sharing it.
- ♦ Add a security question to your account. This is important if your account is hacked or your identity is stolen.
- ♦ Check recent account activity and

- log out when you're accessing remotely.
  - Default settings are always "keep me logged in" and the next user may be able to access your account.
- ♦ Report an impersonator immediately.
- ♦ If you know a user is an underage child, report this to the site manager immediately. If you know it's one of your students, consider reporting this to the individual designated in your school for reporting suspected abuse and neglect.
- ♦ Learn how to remove photo tags, which can lead strangers into your entire photo database.
- ♦ Deactivate your account when you stop using it to prevent identity theft. (You should do this with email accounts too.)

### The Ten Commandments for Social Media Usage

Adapted from That Tech Chick blog <http://thattechchick.com/teaching-social-media-etiquette-to-kids/>

#### Thou shall not...

- ... post nude pictures (of yourself or anyone else for that matter!)
- ... degrade or bully others
- ... post comments you don't want the world to see
- ... gripe about your boss or your work
- ... spread spam
- ... make threats to others
- ... hide behind your profile
- ... spread lies
- ... post compromising updates about your friends
- ... post partying pictures or profanity

*"What we want is to see is the child in pursuit of knowledge, and not knowledge in pursuit of the child."*

~ George Bernard Shaw

### Resources for online safety:

#### SOPHOS

<http://www.sophos.com/en-us/security-news-trends/best-practices/facebook.aspx>

*Facebook Security Best Practices; tips on how to change Facebook settings for maximum security, creating usernames, and handling ads and all the other things that pop up.*

#### Surfing the Net with Kids

<http://www.surfnetkids.com/>

*Website reviews for teachers, kids and families; online safety.*

#### The Online Mom

[http://theonlinemom.com/main\\_cmt.asp](http://theonlinemom.com/main_cmt.asp)

*Great website, filled with information about technology.*

#### That Tech Chick

<http://thattechchick.com/>

*Great article on "How Not To Use Social Media" and reviews of social media programs.*



## RID Region III Educational Interpreter Award

### Awards for 2010 and 2012

Region III of the Registry of Interpreters for the Deaf has established the RID Region III Distinguished Educational Interpreter Award. Region III includes Illinois, Indiana, Kentucky, Michigan, Minnesota, *Ohio*, and Wisconsin.

According to the RID website, the award “recognizes an outstanding educational interpreter from Region III who has made a major contribution to the field of educational interpreting and has shown commitment as a role model for present and future educational interpreters.”

Know anyone deserving of this award? **Nominate them!** Nominations are due by March 1.

For more information, see [http://www.rid.org/userfiles/File/pdfs/Region\\_News/Region\\_III/Educational\\_Interpreter\\_Award.pdf](http://www.rid.org/userfiles/File/pdfs/Region_News/Region_III/Educational_Interpreter_Award.pdf)

### We want you!

No, we’re not Uncle Sam. We don’t even have top hats to wear. But we are asking you to step forward and serve ... not your country ... but ISLR and other educational interpreters around the state!



Our **Advisory Committee** has only one representative from the **Northwest** and no one from the **Southeast**. We also have two open positions for **Member-at-Large**.

Advisory Committee members must have:

- ◇ ODE License Associate Interpreter for the Hearing Impaired
  - *Why?* ISLR provides support for interpreters to maintain licenses, and the license is required under the Ohio Administrative Code for interpreters working in public schools.
- ◇ Three or more years as a pre-K to 12 educational interpreter
  - *Why?* We depend on your experience to guide our work.
- ◇ Evidence of involvement in community and/or professional organizations, clubs, activities
  - *Why?* We want people who have shown a commitment to action.

Advisory Committee members meet four times per year in Columbus. Sometimes they also give input through email or distance conferencing. They give input on presenters and topics, work on particular goals that they select for the year, and give guidance about projects they would like to see ISLR take on. In exchange, they receive early notification of registration for workshops and other events.

Visit the [ISLR Advisory Committee](#) page on our website to view meeting minutes and learn how to become a member.

## Read and Reflect Series

(YEAR TWO)

### An Online Community of Practice



Last school year, ISLR offered a series of discussions called “Read and Reflect.” Participants were sent an article to read and met “live” online at a specific date and time to discuss the article. The series was a huge success, and we are thrilled to offer it again for the 2011-2012 school year.

Links to readings and discussion questions will be sent to registrants two weeks prior to the online meeting. Readings must be completed prior to the live online discussion. Participants may select up to three topics, but will be registered for only one group on a first-come, first-served basis.

The “live” online meetings will occur Thursdays from 3:30 to 4:30 pm on the following dates:

- ◇ November 17, 2011
- ◇ January 19, 2012
- ◇ March 22, 2012
- ◇ May 5, 2012

Email containing registration information and listing topics and articles for each month will be out before the end of the month. Look for it in your inbox!

Questions? Contact Margaret Murphy at [murphy@osd.oh.gov](mailto:murphy@osd.oh.gov) or 614-995-1564.

### As of October 6 ...

- The 2011 revision of the *Ohio Guidelines for Educational Interpreters* has been downloaded from the Ohio [edresources](#) website **247 times**
- **31 people** “like” our Ohio K12 Interpreting Facebook page



## Upcoming Events

### Gallaudet VL2 Presentation Series

Oct. 27, Nov 9, 2011; Feb 2, Feb 15, Mar 1, Apr 5, Apr 18, 2012 online (also archived)

<http://vl2.gallaudet.edu/>

### The Indiana School for the Deaf presents: The Pursuit of Excellence Workshop Series

Oct. 29, Nov 19, 2011; Jan 14, Feb 25, March 24, April 21

Information: Beckie Madigan at [bmadigan@isd.k12.in.us](mailto:bmadigan@isd.k12.in.us)

### Fingerspelling, Interpreting, and Literacy: How to Make it Work!

November 5, 2011 at the Ohio School for the Deaf in Columbus, OH

<http://ohioschoolforthe deaf.org/outreachevents.aspx>

### Where are We Going With This? Using Face and Space to Convey Intent

Cold Spring, KY

[http://www.aslie.eku.edu/sites/aslie.eku.edu/files/farnham\\_kenton.pdf](http://www.aslie.eku.edu/sites/aslie.eku.edu/files/farnham_kenton.pdf)

### The Trail Mix of Special Education: IEP's, ARC, and Beyond & Risky Business

Cold Spring, KY

[http://www.aslie.eku.edu/sites/aslie.eku.edu/files/hatzel\\_IEP\\_risky\\_kenton.pdf](http://www.aslie.eku.edu/sites/aslie.eku.edu/files/hatzel_IEP_risky_kenton.pdf)

### Read and Reflect

November 17, 2011; January 19, March 22, and May 17, 2012 online

Watch for info! <http://ohioschoolforthe deaf.org/outreachevents.aspx>

### Hand-in-Hand: Deaf and Hearing Reaching for Respectful Collaboration, and My Father's Gift: Looking Up at Deaf Culture

Nov. 19, 2011 at Wright State University

Information: [http://www.ocrid.org/documents/2011/Wink\\_Flyer\\_FINAL.pdf](http://www.ocrid.org/documents/2011/Wink_Flyer_FINAL.pdf)

Registration: <http://www.ocrid.org/register.htm>

### Language and Literacy Conference

March 30, 2012 at CSCC in Columbus, OH

Watch for info! <http://ohioschoolforthe deaf.org/outreachevents.aspx>

### Spring workshop – topic TBD

April 28, 2012 in Columbus, OH

Watch for info! <http://ohioschoolforthe deaf.org/outreachevents.aspx>

### Summer Institute for Educational Interpreters 2012

June 18-19, 2012 in Columbus, OH

Watch for info! <http://ohioschoolforthe deaf.org/outreachevents.aspx>

### RID Region III 2012 Conference

July 18-21, 2012 in Lisle, IL

[http://www.rid.org/member\\_center/chapters/index.cfm/AID/189](http://www.rid.org/member_center/chapters/index.cfm/AID/189)

### 2013 RID National Conference

August 9-14, 2013 in Indianapolis, IN

<http://www.rid.org/conferences/calendar/index.cfm?>

Center for Outreach Services events: <http://ohioschoolforthe deaf.org/outreachevents.aspx>

Ohio Chapter of the Registry of Interpreters for the Deaf events page: <http://www.ocrid.org/index.html>

## Ohio EIPA Testing Opportunities

### *EIPA Written Test*

**Test Site:** Wright State University  
Creative Arts Center  
3640 Colonel Glenn Hwy  
Dayton, OH

**Test Dates:** November 12, 2011, 9:00 AM

**Name:** Greta Knigga

**Email:** [greta.knigga@wright.edu](mailto:greta.knigga@wright.edu)

**Phone:** 937-775-2175 videophone or 937-775-2075

<http://classroominterpreting.org/EIPA/index.asp>

### *EIPA Performance Test*

#### **Ohio School for the Deaf**

Contact: Cindy Whicker 614-387-0128

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

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).



## 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 Jean Parmir. 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 Home](#)

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[Interpreter Training Program Work Group](#)

[For Interpreters](#)

*for Interpreter Professional Development*

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[Interpreting for Students with CIs](#)

*for Interpreter Assessments*

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

[EIPA Testing Sites in Ohio](#)

[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 Representative:

Diane Schmidt, *Mansfield City Schools*

#### Northeast Representatives:

Lisa Petrucci, *Beachwood Schools*

Susie Parrish, *Canton City Schools*

#### Central Representatives:

Sarah McKinney, *ESC of Central*

*Ohio, Upper Arlington*

Kristi Hill, *ESC of Central Ohio,*

*Delaware Area Career Center*

#### Southwest Representatives:

Theresa Beuerlein, *Cincinnati Public*

*Schools*

Mary Roark, *Green Local Schools*

#### Southeast Representative:

*No representation*

#### Member-at-Large:

*No representation*

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.** At-Large positions also open.