

SIGNALS

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2008

Trends in Interpreting Degree Programs

More Programs Focusing on Bachelor's Level Degrees

By Jean Parmir

Interpreter education programs are facing the issue of future degree requirements for interpreter certification. Beginning in 2008, interpreters taking the National Interpreter Certification (NIC) evaluation will be required to have an associate's degree or higher. Beginning in 2012, at least a bachelor's degree will be required. While the degree can be in any field, many interpreters are seeking degrees in interpretation. Ohio has ten programs offering interpreting degrees; seven are at the associate level and three are at the bachelor's level. That means 30% offer a degree that will qualify graduates to stand for the NIC evaluation in 2012 and after.

(See TRENDS on page 5)

SHARING SOLUTIONS

Content Standards Benefit Us, Too!

Interpreters Can Use Content Standards to Prepare for Classes

By Janice E. Neider, Struthers City Schools

Did you know that the days of asking for lesson plans are over? Stop living in the past and join interpreters of the future. You do not need to bug the teacher for lesson plans. Most school districts no longer require them anyway. The teachers think, "What is not required we don't have to do!" I sympathize with them, they have their plates full. Yes, across the state of Ohio, interpreters no longer need to ask for lesson plans. "What?" you say. "Whatever do you mean?"

In 1983 a new movement in education was born. It's called the standards movement. This movement was started in response to the criticism that American children were not meeting expectations needed to transition into the real world. Since then, state legislatures have mandated the development of what are presently called Academic Content Standards. The Ohio Department of Education followed through not only with the implementation of the standards but developing curricula to give educators a model to follow. The claim is that this innovation will benefit everyone from teachers to school district administrators, parents, policy makers, teacher educators, and students. There was only one group which was not listed: interpreters.

(See STANDARDS page 6)



Upcoming ISLR Events

April 12, 2008

What Else Do Educational Interpreters Do? Presented by Sharon Bordean
Southeastern Ohio (Location TBA)
See page 3 for details.

April 19, 2008

Advisory Committee Open Meeting
Columbus, Ohio

June 16–17, 2008

Summer Institute for Educational Interpreters Columbus, Ohio

ISLR newsletter editor, online study group facilitator, and interpreter coordinator Sara Paullin Casto is being treated for cancer. Newsletter readers are welcome to send good wishes to her in care of ISLR (see address on back page) or at EduTerp@osd.oh.gov.

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Vlogs Allow the Deaf Community to Interact Across Space and Time

And you should be watching!

By *Shalene Germani*, reprinted with permission from the *OCRID Navigator*

The observation of ASL as signed by native users of the language is invaluable for the development of interpreting skills, especially for second language learners. Traditionally, interpreters have honed their receptive and expressive skills by attending workshops, Deaf socials, sporting and political events, and purchasing tapes and DVDs. In the last year, a new tool has surfaced – one of which few interpreters seem to be aware – the study of vlogs or video blogs.

The precursors to vlogs were blogs, which are websites in which entries are commonly displayed in reverse chronological order. The author of a blog might use it as an online diary, to comment on world or community events, or to educate its readers on a particular subject. Blogs are usually public and readers sometimes have the option to respond to the author's postings. Blogs began to appear in 1999 and gained popularity in the following years (<http://en.wikipedia.org/wiki/Blog>).

Once improved bandwidth and processing speeds became available, people began to add video features to their blogs, and thus video blogs, also known as vlogs, were born. A vlog is created by making a video with a camcorder, digital camera or even a cell phone and then uploading that video to the internet to be viewed by the general public or only a predetermined group of people. Some common features found on vlogs are links to other related vlogs, subject tags that can be searched to identify the topics or themes discussed in the vlog, the option to respond to the vlog with text or video, and archived vlogs by the same author.

Vlogging in the Deaf community exploded during the Unity for Gallaudet Movement in the spring of 2006. Joey Baer, author of *Joey's ASL Vlog*, explained in his presentation during the webcast, "Vlogging/ Blogging and the Future of the Deaf Community" held at Gallaudet University in February, 2007, "When the protests happened, that info was out quicker than ever and it enabled us to bring different perspectives together all at once. People want to be able to express their feelings – vlogs enable them to do that. Early vlogs responding to the protests were filled with emotion and continued to be such for quite awhile. As time went on, many vlogs took discourse to a higher level. Vlogs have allowed Deaf people to share their thoughts and ideas in a way that is natural to Deaf people without having to depend on the English language." During the same webcast, Jared Evans, author of *Shock and Awe Vlog*, stated that "Vlogging became our empowerment ...to affect a change."

There are many benefits to viewing vlogs: an endless number of ASL-users of different ages, educational backgrounds, and linguistic styles; the vlogger is communicating in his natural language -- there is no changing of discourse features to meet the level of the hearing person; and we can keep current on the hot topics being discussed in the Deaf community, such as Deaf Education, the AG Bell Protests, and Deafhood.

Are you struggling with a particular discourse feature, such as eye gaze or use of space? Go through several vlogs and notice how native ASL-users demonstrate that feature. Are

you are preparing for an assignment in which you know you will be interpreting the National Anthem? Go to YouTube and search "ASL and Star Spangled Banner." You will be amazed at what you are able to glean from the many rich and varied samples of American Sign Language posted online. I hope you will find viewing vlogs as exciting and beneficial to your work as I have!

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Join the Ohio Chapter of Interpreters for the Deaf to receive the *Navigator* and be a part of the interpreting community in Ohio. See www.ocrid.org or contact the membership chair at membership@ocrid.org. ■

Online Video in ASL

Check out sites for online video and vlogs in American Sign Language:

ASL Vlog and Video Directory

www.aslvlog.net

A portal to ASL video and vlogs on the internet, organized by topic

CSD-TV

www.csd.tv

Entertainment & educational programming in ASL

DeafRead

www.deafread.com

"The best of Deaf blogs and vlogs"

DeafVIDEO.TV

www.deafvideo.tv

Videos in ASL and British Sign Language pulled from YouTube

DeafNationTV

www.deafnation.com

Deaf Performing Artists Network

www-d-pan.com

Deaf-centric reinterpretations of songs and music videos in ASL



ISLR Advisory Committee Notes

The Advisory Committee (AC) met on October 6, 2007. AC members present included: Tammy Dearth, Lisa Petrucci, Carol Black, Sarah McKinney, Julie Loedding, Mary Roark, Sherry Miller, and Pat Maille. ISLR Administrator Jean Parmir was also in attendance.

During the meeting the committee discussed options for videophone access for students while at school, OCRID conference plans, the working conditions survey, and recommendations for the Ohio Department of Education website.

Outreach/ISLR updates included: EIPA activities by ISLR staff, mentor training, collaboration with the Office of Educator Preparation at ODE, plus updates on online events, the fall statewide workshop, and SI. AC members reported on happenings in their regions.

The next AC meeting is planned for January 19th. Interpreter Training Program representatives have been invited to attend our January meeting, and our April meeting will be an open meeting. Registration information will be sent in March.

There are openings on the Advisory Committee for Northwest, Southeast, and At-Large positions. The Open Meeting is a great opportunity to see what is involved.

Committee members have an opportunity to provide input and receive in-depth information about ISLR activities and to develop relationships with interpreters from across the state. See AC information at www.ohioschoolforthe deaf.org/islr/advisory.html, or contact ISLR (see back cover) for more information. You can also find notes from Advisory Committee meetings posted on the web.

RESOURCE RICHES

Additions to ISLR Online Resources *Orientation for Teachers & New Math Resource Reviews*

A new resource available from ISLR on our website is **orientation materials for teachers**. These one-page documents were created by ISLR for educational interpreters to share with teachers:

- ♦ Working with an Interpreter
- ♦ Roles in the Classroom
- ♦ Accessibility for Deaf Learners

In addition, **Resources for Interpreting in Math Classes**, reviews by educational interpreters of math-related resources, has been expanded to include new reviews by interpreters in the Fall 2007 Interpreting in Math Classes Online Study Group sponsored by ISLR.

See all of ISLR's online resources at www.ohioschoolforthe deaf.org/islr/resources.html.

RESOURCE RICHES

Online Forum for Ohio Interpreters *OCRID Online Bulletin Board*

The Ohio Chapter of the Registry of Interpreters for the Deaf has created a new online discussion forum specifically for Ohio interpreters. The purpose of the forum is to provide an opportunity for interpreters to connect and communicate on different topics as well as stay informed about what is happening in our field. There are different areas for different topics, including areas for educational interpreting and news related to the educational system. Participating in the forum is free.

Visit www.OhioInterpreters.org to learn more.

ISLR WORKSHOPS

What Else Do Educational Interpreters Do? *Southeast Regional Workshop*

We all know that educational interpreters interpret. But what else is appropriate for an interpreter to do in the school setting? Join us for a workshop on this topic presented by Sharon Bordean, CI & CT. Sharon is an educational interpreter from Columbus City Schools who has over 20 years of experience. The workshop will be Saturday, April 12, 2008 from 9:00am to 3:00pm at East Muskingham Middle School in New Concord, Ohio.

A registration flyer will be mailed to the ISLR mailing list. Registration materials can also be printed from the ISLR website starting March 5th at www.ohioschoolforthe deaf.org/outreach/events.htm.

Working Conditions Survey Update

At Summer Institute 2007, a survey was disseminated asking about working conditions including job status, benefits, and support professional development. In addition, interpreters had an opportunity to respond online. The paper responses were added to the online data by interpreting students at Washington State Community College.

Additional survey questions were developed for employers. A task force comprised of former Advisory Committee representative Becky Costas, current representative Sarah McKinney, and their colleague Sheryl Killen have entered that information. ISLR staff and the Advisory Committee will be working on methods of analysis and dissemination.



IVA D'LEMA

Witness to Cheating

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

I witnessed one of the deaf students I interpret for cheating. The student was aware that I saw. But the teacher didn't see it happen and the student got away with it. I am torn about what to do. As an adult in the school, I feel like I should report this kind of behavior. As an interpreter who is supposed to maintain confidentiality, though, I feel it isn't my place. After all, no other students have someone following them around all the time. But am I condoning the behavior by allowing the student to cheat in front of me? What do I do?

- **Understand how confidentiality applies to educational settings and follow the rules and policies expected for school professionals.** *The NAD-RID Code of Professional Conduct* says that interpreters are to "adhere to standards of confidential communication." Within the guiding principle for this tenet, it states that each interpreting situation has a standard of confidentiality and interpreters are expected to know how to apply confidentiality within the setting. In the *Educational Interpreter Performance Assessment (EIPA) Guidelines for Professional Conduct*, Brenda Schick discusses that educational interpreters are members of the educational team for a student and should follow the school's policy for confidentiality among educational team members. If it is not considered a breach of confidentiality for professionals to discuss a student within the team, the interpreter would not be violating confidentiality by telling the student's teacher about cheating they witnessed.
- **Remember that all adults in an educational setting have a responsibility to foster social development.** In the *EIPA Guidelines for Professional Conduct*, Brenda Schick states, "It is not appropriate for the interpreter to disregard highly inappropriate behavior from any student in the classroom. From a developmental perspective, all students should know that adults are consistent in their judgment of inappropriate behavior as well as their response to it."
- **Avoid putting yourself in a situation where you see things the teacher does not.** Move to sit near the teacher rather than the students during quizzes and tests when feasible. Bring something to read or do.
- **Suggest the classroom teacher keep an eye on the student.** You could tell the teacher that you have seen some indications that a student might be cheating. Hopefully the teacher will watch the student's behavior more closely to either prevent or catch cheating in the future.
- **Consider your response to seeing cheating by any student.** If you inform the teacher if you see the Deaf student possibly cheating, you should also inform the teacher if you see any hearing students possibly cheating.
- **Warn the students if you will report cheating.** The students have a right to know what to expect from you.
- **Let the teacher determine the consequences.** If you decide that it is within your role, report the cheating to the teacher and then let the teacher decide how to handle it. You do not necessarily need to discuss the issue with the student.

Once again, you've given me lots of great food for thought. Now (surprise!) I need more advice.

I am interpreting for a teacher who hardly ever puts visual information on the board or overhead. Many times a visual (e.g. picture, graph, computation) would make the information so much clearer. I try to create a visual picture within my interpretation, but I often do not know details to do this accurately and have to make assumptions that later may turn out to be wrong. And it would often be clearer for me to reference a visual on the board or overhead than for me to "draw it in air." Is it okay for me to ask the teacher to show something visual for the class?



PLEASE HELP IVA!!!

Iva has a dilemma. Yes, again! Send your thoughts to ISLR by March 1st 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.



(TRENDS continued from page 1)

The increase in undergraduate programs in Ohio is in keeping with the national trend, with 33 of 131 programs (approximately 25%) identified by the Conference of Interpreter Trainers awarding bachelor's degrees in interpreting (CIT News Online, Volume 27, Issue 3, July, 2007).

The CIT article reported on a meeting in May 2006 of coordinators of associate level interpreter training programs. Representatives from almost 50 programs attended, including three Ohio programs: Columbus State Community College, Cuyahoga County Community College, and Sinclair Community College. The coordinators discussed how their programs can respond to the need for undergraduate degrees. Some are investigating the possibility of changing to bachelor's programs. Others are working toward transfer programs where courses taken toward their degree would count toward a bachelor's degree in interpreting or in another area.

Two of the Ohio bachelor degree programs, at the University of Cincinnati and at Wright State University, have established procedures for associate degree graduates to transfer credits and complete their programs.

During Interpreter Training Program Collaborative meetings facilitated by ISLR, Ohio programs have reported difficulty hiring fulltime faculty, especially Deaf faculty, who meet the degree requirements of their institutions. Bachelor's programs typically require higher degrees for faculty than associate degree programs, which may make it more difficult finding faculty who have the accepted credentials to teach at those institutions. ■



ISLR MENTORING PROGRAM

Mentee Profile

By Mary Roark

I decided to do the mentoring program this summer. I have been interpreting for six years. I felt that I needed to go back and get some of my skills refined. I enjoyed the program because you can pick your own goals and then your mentor helps you meet these goals. I felt that my confidence increased and skills are better now. I feel rewarded that I set goals and met those goals with the help of the mentor. I requested a deaf mentor to brush up on my receptive skills. I enjoyed this program and would encourage new interpreters or interpreters with few years experience to try out the mentoring program. You will not be disappointed. Good Luck!

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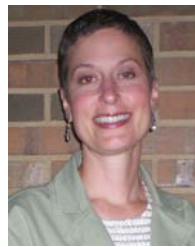
For more information about becoming a mentee in the ISLR Mentoring Program, visit our web site or contact Margaret Murphy (see back cover).

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IN SIGHT

A Job Well Done

How do you know you have done a good job interpreting a lesson?



Sue Basone, Akron Public Schools

- ♦ The deaf student participates in the lesson and I get the sense the student is engaged in the communication
- ♦ The student can answer questions (higher level) about the lesson
- ♦ The student can tell someone else what s/he learned in the lesson.

Tammy Dearth, East Muskingum Local Schools

When the student pays attention and his/her eyes show understanding or when questions are asked and the student answers with confidence with the correct answer, I know I have done my job well.



Sarah McKinney,

Educational Service Center of Franklin County

- ♦ I have kept up concept-for-concept with teacher or presenter
- ♦ The student asked/answered questions appropriately or on-point equal to hearing peers
- ♦ The student showed appropriate feedback (nodding, on-point clarification)
- ♦ My own self monitor, knowledge of my performance

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My Fingers emit sparks of fire with Expectation of my future Labours.

~ William Blake



(STANDARDS cont'd from page 1)

I was interpreting in a middle school setting when I first noticed the content standard charts which the teachers posted on the walls of their classrooms. As I began to read them, I noticed it was similar to a table of contents for a curriculum for each level in English, Language Arts, Mathematics, Science, Social Studies, Fine Arts, Foreign Languages and Technology. Immediately I started to brainstorm how this could help me prepare for the interpreting process prior to each lesson being taught. I thought, "With this information, I wouldn't need lesson plans." I referred to the standards often during the year to see if my idea would actually ring true.

The teachers I worked with were kind enough to print me out a copy of the standards for their particular grade level. I wanted to know, "Will you teach these concepts in this exact order or will you mix it up a bit?" Some taught the standards in the exact order and others did not.

The next step for me was to develop an understanding of the standards. You can view the standards online as a pdf or Word file or look at a copy of the booklet (see Accessing the Ohio Academic Content Standards on this page). You can look at the benchmarks and grade-level indicators listed for each standard or you can see the information divided by grade-level. I found several parts of the standards helpful in my investigation.

I printed out the Benchmarks and the Grade-Level Indicators for the grade level band I was working in and compared the two. While I found it helpful to read both, I eventually focused on the grade-level indicators for daily reference. The grade-level indicators are a

Content Standards Jargon

Content Standards are what all students should know and be able to do. These are the overarching goals and themes.

Benchmarks are key checkpoints to monitor student progress towards the standards.

Grade-Level Indicators are the specifics of what students should learn at different grade levels. These are the details that might be similar to the type of information interpreters look for in a lesson plan.

detailed list of everything that should be covered. After surveying this information, I had a good idea of where my weaknesses would be and could get a book, research the topic on the Internet, or just network with the teacher to better understand the content. I could then get a clearer understanding of the concept which would invariably provide my student with a clearer interpretation when the topic came up in class.

There is also a comprehensive glossary toward the back which can be used for classroom reference. I found the glossary easy to understand, and it supplied graphical representations which gave my mind a place to go for visual representation.

Toward the end of each standards book, there is a section on Planning for Instruction. This gave me a bird's eye view of how the teachers are expected to implement the standards. It was here that I discovered the teachers got together and did what is called curriculum mapping. They come up with a uniform plan which will be followed by all the Math teachers. It is for this reason that it is important to network with the teachers of your district because of each district's

individuality.

Standards can benefit interpreters working across the state of Ohio in any school district. They are useful to interpreters because they provide the same benchmarks, model curricula, goals, and indicators given to the teachers. Interpreters can use this information to learn about each grade level and review content prior to the teaching experience. Interpreters can also use the content standards to target their professional development efforts to match the standards in the classes they interpret.

Walking into a classroom knowing the teacher's goals and the content to be taught is something we as interpreters value. It gives us the peace of mind that we are on target in stressing what's important. With this information, we become a true member of an educational team. ■

Accessing the Ohio Academic Content Standards

This sounds great! Now how do I get my hands on this?

View the standards online

<https://ims.ode.state.oh.us>
Through the Instructional Management System (IMS), you can view or download all or part of any of the academic content standards for different subjects, including by grade level. You can also see sample lesson plans and assessments.

Ask your school administration

Your school administration may have extra print copies

Order a print copy

You can order a copy of the content standards book for any subject by contacting the Ohio Department of Education. Call 1-877-OHIOEDU (or 1-877-644-6338) and ask for Karen Paschal in the Document Center.



Upcoming Events

Winter 2008

Central State Schools for the Deaf Tournament

January 23–27 in Columbus, Ohio

More info: www.ohioschoolforthe deaf.org 614.728.1424

Deaf Educators Network

January 25, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Supporting Deaf People 2008 Online Conference

February 6–9, 2008 online

More info: www.directlearn.co.uk/

An Introduction of Medical Interpreting

Presented by Tina Perry

February 15 & 29, 2008 in Columbus, Ohio

More info: Chris Evenson 614.287.5616 cevenson@cscce.edu

RID & K-12 Interpreters: Can It Work? Webshop

February 20, 2008 online

More info: www.leadershipinstitute.biz

Read It Again and Again

March 5, 2008 in Batavia, Ohio

March 7, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Navigating Your Child's Future

March 8, 2008 in Columbus, Ohio

More info: www.deafinitiatives.org 800.985.3323

Spring 2008 & Beyond

What Else Do Educational Interpreters Do?

Presented by Sharon Bordean

April 12, 2008 in New Concord, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

Postsecondary Education Programs Network Conference

April 15–18, 2008 in Columbus, Ohio

More info: www.PEPNet.org, 414-229-1123

Deaf Educators Network

April 18, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

ISLR Advisory Committee Open Meeting

April 19, 2008 in Columbus, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

The Way We Do The Things We Do & Why

Presented by Ari-Asha Castalia

April 18–19, 2008 in the greater Akron area, Ohio

More info: Linda Howard lhoward@kent.edu

Drivers Education School Summer Enrichment

Ages 15 ½ to 18

June 8–20, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Leadership & Literacy Connections Summer

Enrichment Week (Middle School students)

June 15–20, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Summer Institute for Educational Interpreters

June 16–17, 2008 in Columbus, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

National Alliance Of Black Interpreters (NAOBI)

June 19–22, 2008 in Boston, Massachusetts

www.naobi.org/2008 330.244.9327

Summer Sports Adventures Enrichment Week

(Middle School & High School students)

June 22–27, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Extreme Career Adventures Summer Enrichment Week

(High School students)

August 3–8, 2008 in Columbus, Ohio

More info: 614.995.1566 OutreachCenter@osd.oh.gov

Deaf Adolescence Conference

October 5–8, 2008 in Clayton, Missouri

More info: grcdirect@aol.com

Interpreting & Sign Language Resources

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www.ohioschoolforthe deaf.org/islr



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Northeast Representatives:

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

Central Representatives:

Sarah McKinney, *Franklin Co. ESC*
Julie Loedding, *Columbus Public*

Southwest Representative:

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

Southeast Representatives:

Tammy Dearth, *East Muskingum*

Member-at-Large:

Patricia Maille

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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 across the state. Additional services include assessment of interpreting, ASL assessments, mentoring, and internships.

Signals is published quarterly in January, April, July and October by ISLR. The editor is Sara Paullin Casto. Past issues are archived on our web site. If you would like to receive this newsletter, 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.