

SIGNALS

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Autumn 2008

New Guidelines for Interpreter Training

Ohio Department of Education Issues Performance-Based Criteria for Licensure Granting ITPs

By Jean Parmir, ISLR Administrator

When the Ohio legislature established licensure requirements for educational interpreters, the Ohio Department of Education (ODE) developed a procedure and guidelines for approving Interpreter Training Programs (ITPs) to grant those licenses. The first programs were approved in 1998: Cincinnati State Community College, Columbus State Community College, Kent State University, Sinclair Community College, and the University of Akron. Except for the University of Akron, these programs are still in existence. Four additional programs have been approved since 1998: Cuyahoga Community College, Jefferson Community College, Ohio University-Chillicothe, and Washington State Community College.

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

SHARING SOLUTIONS

Everyone Wins with the Interpreter on the Team

Interpreters Have Much to Contribute to Student IEPs

By Karen Warner, Canton City Schools

I have worked as an educational interpreter for eight years at elementary and middle school levels.

The first year I interpreted, the teacher asked me if I had anything to add for the IEP. When I wrote my piece, I started with something positive about the student and then added something I thought the student could improve upon. The teacher complemented me on the format of my input. The first year that was the extent of my involvement in the IEP process. I didn't think too much of not being more involved because the teacher was a former interpreter, so I felt as if the student was being properly serviced. Since then, though, my involvement has increased.

At the beginning of the school year I always get the current IEP for the student and review it. I like to see what the previous interpreter reported. I try to keep progress notes on interpreting-related issues during the year. As all interpreters in my district do, I complete a checklist for each student entitled "Student Use of Interpretation Services Checklist" in advance of the IEP meeting. This checklist can be found in *The Interpreter as a Participant in the IEP Meeting*, an independent study module written by Jean Parmir. There are 18 areas of skill to rate using a scale, such as "maintains appropriate eye contact with the interpreter." See the checklist on [page 3](#).

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

Upcoming Statewide ISLR Workshops

November 15, 2008

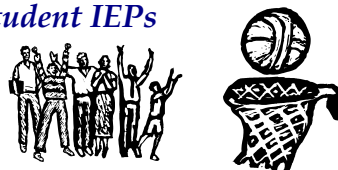
Demand-Control Schema

Presented by Mark Alan English
Ohio School for the Deaf
Columbus, Ohio

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

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(IEP—Continued from page 1)

Along with the checklist, I also attach a written statement similar to what I wrote the first year describing something positive and something the student needs to improve. The teacher includes my report in the IEP with the preface, “Student’s interpreter reports....”

Some examples of feedback I have given over the years include:

- The student is more attentive during morning math classes than afternoon classes.
- The student relies on the interpreter more in noisy situations such as gym class (for a student with a cochlear implant).
- The student is more successful when the lesson is presented in a visual manner (e.g. answers are written on the board rather than just read aloud).
- The student is able to complete written assignments without having the information interpreted.
- The student is able to understand new signs (this is one I almost always include).

The teacher also sends me a written invitation to the IEP. I discuss the upcoming IEP meeting with the other members of the team.

Depending on my involvement with the student (all day vs. 1 or 2 classes), I will either stay for the entire IEP meeting or just stay a few minutes. When I speak at IEP meetings I usually just restate what I have written in my report. I always sign the IEP.

One of the biggest benefits I find from attending IEP meetings is hearing what the parents themselves have to say about their child, including what they believe their child can or can’t do. It is a side of the students that I don’t often get to

see and I always welcome the input. I also love to tell the parents why I like working with their child, something I know I appreciate when I am in the parent role.

The interpreter may need to be assertive and educate teachers and administrators about why we need to be included in the IEP process. Interpreters often spend more time with the student than any other professional, so it only makes sense that our input should be valued. In addition, interpreters often know more about deafness than other professionals on the team. This can prove to be beneficial to the IEP team.

I love to tell the parents why I like working with their child.

This was indeed true for an IEP team I was on a few years ago. A special education supervisor came to observe a deaf student sent to our program from her district. While she was observing, I redirected the student’s attention to me a number of times. The student was following the lesson well and not acting inappropriately by looking away. However, later at the IEP meeting, the district representative told the mother that her child had an attention problem based on this observation. As an interpreter, I know that deaf students need to look away from the interpreter for a variety of reasons. I shared this with the team and was supported by the classroom teacher. In this instance, my input as the interpreter prevented unnecessary evaluations or interventions.

Interpreters are important members of the educational team. Everyone, especially the child we serve, benefits from the interpreter’s involvement in the IEP meeting. ■

Resources on IEPs

IEP Self-Study Modules

ISLR developed three self-study modules about IEPs to improve interpreters’ understanding of the IEP process and apply that knowledge to effective participation as an IEP team member or effective interpretation for IEP meetings. The third module, *The Interpreter as a Participant in the IEP Meeting*, includes tools like the checklist on the next page, a checklist of environmental conditions in the classroom, and possible interpreting-related IEP objectives for students at different grade levels. See www.ohioschoolforthe deaf.org/products.aspx to access the modules.

IDEA and the IEP

Signs of Development has produced a self-study resource for interpreters on IEPs and the Individuals with Disabilities Education Act (IDEA) from a parent’s perspective. The program includes presentation in ASL and written English. This resource is available to borrow on CD-Rom or view online for free from the Described & Captioned Media Program. Search for “IEP” at www.dcmp.org/Catalog.

Current IEP Forms in Ohio

The most recent version of Ohio’s IEP forms can be found at the Ohio Department of Education’s website at <http://education.ohio.gov>. Search for “IEP form.”

Whose IDEA Is This?

This booklet, developed by the Ohio Department of Education is a parent’s guide to the Individuals with Disabilities Education Improvement Act (IDEA), the federal law requiring IEPs. This is also referred to as “procedural safeguards.” See the most recent version at <http://education.ohio.gov>.



From *The Interpreter as a Participant in the IEP Meeting* by Jean Parnir, published by ISLR in 2002 (see “Resources on IEPs” on the previous page for more information). This checklist was adapted with permission from the Deaf/Hard of Hearing Program Student Use of Interpreter(s) Checklist from the Capital Area Intermediate Unit.

Student Use of Interpretation Services Checklist

Student Name: _____ Number of Years Using Interpreter: _____

Ratings (skill is exhibited) 0 = None of the time, 1 = Some of the time, 2 = Most of the time, 3 = All of the time, NA = Not applicable

	Date & Initials:				
Maintains appropriate eye contact with the interpreter					
Recognizes need for the interpreter					
Directs responses to the teacher (e.g., answers, concerns, needs)					
Recognizes the interpreter as part of the educational team					
Takes responsibility for appropriate visual access in the classroom					
Limits personal conversation with interpreter during classroom instruction					
Exhibits respect for and appropriate behavior with the interpreter in all settings					
Requests clarification from the teacher through the interpreter					
Cooperates with substitute interpreter by informing him/her of signs & protocol					
Signs clearly – easy to understand his/her signs					
Repeats when necessary for interpreter voicing					
Understands concept of invented signs					
Requests information from the interpreter regarding unfamiliar sign vocabulary					
Accepts the interpreter’s processing time, both voicing and signing					
Prepares appropriately when requesting that the interpreter voice presentations					
Acquires an interpreter for social situations					
Requests an interpreter for extracurricular activities					
Addresses interpreter/student conflicts in an appropriate manner					
Provides appropriate feedback for the interpreter (e.g., head nod)					

Comments:

SERRCs Integrated into SSTs

State Support Teams (SSTs) Responsible for Regional Special Education Services

The state has ended the Special Education Regional Resource Center (SERRC) program and integrated regional special education services into new organizations called State Support Teams (SSTs). There are 16 teams, each of which is responsible for the regional delivery of school improvement, literacy, special education compliance, and early learning and school readiness services. Many, but not all, of the staff and services from SERRCs are now within SSTs. This is a change mandated by House Bill 115 which required a coordinated, integrated and aligned Educational Regional Services System. For more information, visit <http://education.ohio.gov> and search for “SST.” ■



Iva D'LEMA

Getting Real Feedback

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

My annual evaluation is pointless. My supervisor uses the same form to evaluate me that she uses for the aides and openly admits she has no idea what I do. I would love to get real feedback on how I am doing — both what I am doing well and what I could do better. What could I do to get more useful feedback?

Iva and others in this situation could:

- **Seek out other assessment opportunities**, such as the Educational Interpreter Performance Assessment (EIPA) written and/or performance tests or an evaluation offered by an interpreter referral agency in your area.
- **Explore whether there is someone else who could do your evaluation**, at least in part. For example, maybe there is a lead interpreter or a Deaf education teacher with interpreting experience in your district who could observe your work. If that is not possible, maybe a local interpreter referral agency or near-by school district with this expertise could contract with your school for this service. This person could provide interpreting-specific information from their observation for your supervisor to include within your evaluation.
- **Suggest an evaluation form that would be more appropriate.** The Wisconsin Department of Public Instruction has an Educational Interpreter Model Job Performance Rubric developed by teachers of the deaf and educational interpreters. The rubric does not address actual interpreting skill, but does reflect the competencies unique to educational interpreters. It is available at www.dpi.wi.gov/sped/sbinterpret.html. Other districts that hire interpreters may also have forms they could share. Using these resources to get you started, work with other interpreters in your district to develop a draft evaluation form and offer it to your supervisor as an alternative.
- **Apply for the ISLR Mentoring Program.** A mentor can dialogue with you about your skills and how to be more effective as an interpreter. You can also review video samples of your work and complete assessments together. You may also be able to earn contact hours towards your license at the same time. For more information, see www.ohioschoolforthe deaf.org/mentoring.aspx or [contact ISLR](http://www.ohioschoolforthe deaf.org/contact ISLR) (see the last page).
- **Ask a fellow interpreter to view your work** live or on videotape. Peer mentoring is a valuable learning tool where both you and the other interpreter help each other assess your work and grow. One resource for peer mentoring is *Charting the Way*, a tool for professional development and mentoring. Visit <http://ds.umn.edu/ctw> to purchase or the Deafness Collection at the State Library of Ohio at www.ohioschoolforthe deaf.org/statelibrary.aspx to borrow.

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PLEASE HELP IVA!!!

Iva has another dilemma! 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. ■

Thanks to those who helped Iva and us all during the 07-08 school year!

- | | |
|-----------------|------------------|
| Sue Basone | Pamela Kiner |
| Monica Bechhold | Marcia Koncos |
| Patte Bettis | Rachel Leffel |
| Tracey Blake | Bev Lucas |
| Sally Bowes | Christine Mason |
| Kimberly Brooks | Sarah McKinney |
| Christy Calhoun | B. Jean Melanko |
| Rebekah Cole | Jackie Miller |
| Stefanie Day | Janet Miller |
| Tammy Dearth | Tiffany Mulloy |
| Robert Drake | Sue Nace |
| Jennifer | Erin Neale |
| Duckworth | Janice Neider |
| Kim Gordon | Mary Roark |
| Debbie Hall | Bunny Schimberg |
| Cathy Harper | Diane Schmidt |
| Linda Howard | Nancy Shipley |
| Stacy Jackson | Karen Silver |
| Sheryl Killen | Sharon Whitfield |



Y'know, you all come up with so many ideas I never would have thought of! Wow! Okay, so now here's a doosie!

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



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

From 1998 to 2008, the approval process did not change. In addition, there was no mechanism for review of the approved programs to ensure they continued to meet the standards required for initial approval.

In 2007, Carol King was hired by the Office of Educator Preparation at ODE to work with all associate licensure programs, including interpreter education. She talked with Ohio interpreter educators at the colleges and ISLR and investigated resources for interpreter education.

In February 2008, a standards writing advisory committee met under the direction of Carol King. The committee included current and former coordinators of Ohio ITPs: Phyllis Adams from Sinclair, Christine Evenson from Columbus State, Donna Liebenauer from Cuyahoga, Linda Ross of Hallenross and Associates, Leah Subak from KSU, and Lori Woods from OU-Chillicothe. Pam Brodie and Jean Parmir from OSD Outreach also served on this committee.

The committee was one of many that ODE set up as part of a process of modifying the teacher preparation licensure program standards, program report submission guidelines, and templates to be performance-based.

The previous guideline stressed what interpreting students should know rather than what they should be able to do. It included the following areas: General Education, Foundations in Education and Deafness, Foundations in Interpretation, Educational Interpreting, and Communication and Educational Interpreting Skills. The final area was the only one that looked at performance.

The 2008 guidelines emphasize what the interpreting students will be able to do.... The ITPs determine what assessments to submit to show evidence of meeting the standards.

The 2008 guidelines emphasize what the interpreting students will be able to do. When knowledge is included, the standards look at ways that knowledge will be applied, using verbs like "recognize," "utilize," and "distinguish." For example, Standard 1 states, "Candidates *apply* knowledge and *identify* resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings [italics added]." The ITPs determine what assessments to submit to show evidence of meeting the standards. ODE requires that the assessments be performance based, use multiple forms of measurement, and measure at multiple points throughout the program.

The new Ohio Educator Licensure Program Submission Guidelines for Interpreter for Hearing Impaired Associate Teacher Licensure, dated 7/8/08, can be viewed as a pdf on the ODE website. Go to <http://education.ohio.gov>. Search for "licensure program guidelines" and select "Standards and Submission Guidelines for Licensure Programs." Scroll down to "Associate Interpreter for the Hearing Impaired - Ohio."

The standards apply to initial licensure approval and to program reviews for all ODE-approved ITPs. Undergraduate institutions are required to be accredited by NCATE (National Council for Accreditation of Teacher Education) or TEAC (Teacher Education Accreditation

Council) and are reviewed on a five-to-seven year cycle. Associate degree institutions now go through an Ohio process for review with a seven year cycle. Program reviews also include an on-site visit.

ODE selects the program reviewers, and the review team typically includes members of the original writing team. ODE completed training for reviewers, both for program reports and on-site visits, on September 11-12, 2008. On-site reviews will begin in the spring of 2009. Each ITP will send in a program report 6-9 months prior to their scheduled on-site review. It is expected that the reviews for all Ohio ITPs will be completed by spring of 2010. ■

2008 Standards for ODE Approval of ITPs

Standard 1 Candidates apply knowledge and identify resources to access a wide range of academic and world knowledge necessary to interpret in a variety of school settings.

Standard 2 Candidates support learning environments that promote high levels of learning and achievement for all students.

Standard 3 Candidates prepare and deliver effective interpretation that supports instruction, assessment and the learning of each individual student.

Standard 4 Candidates collaborate and communicate with members of the educational team regarding issues related to interpretation and hearing loss to support student learning.

Standard 5 Candidates assume responsibility for professional growth, conduct, performance and involvement as an individual and as a member of the learning community.



ISLR Advisory Committee Report

The Advisory Committee (AC) met on July 9 & 10, 2008. AC members present included Carol Black, Tammy Dearth, Julie Loedding, Sue Lottier, Sarah McKinney, Lisa Petrucci and Mary Roark. ISLR and Outreach staff were also present.

The committee discussed feedback from Summer Institute in June, changes at OSD and ODE, SLPI training, improvements for the ISLR newsletter and Outreach website, EIPA testing in Ohio, the ISLR Mentoring Program, and distributing the results of the Working Conditions survey. The committee saw a demonstration of Adobe Connect, an online learning tool we are beginning to use. Members shared regional news.

The AC developed goals for 08-09:

- Fill all AC representative positions and communicate more with interpreters by region
- Promote the EIPA with interpreters, employers & parents
- Revise the *Ohio Guidelines for Educational Interpreters*.

There are openings on the Advisory Committee for Northwest, Southeast, and At-Large positions.

Positions are open to educational interpreters with an ODE associate license, 3 or more years experience in a pre-K - 12 setting, previous involvement in community or professional activities. We would especially appreciate representation from interpreters using SEE, Cued Language or Oral transliteration. See www.ohioschoolforthe deaf.org/ISLRAdvisory.aspx, or contact ISLR (see back cover) for more details.

AC meetings in 08-09 will be October 18, January 24 & April 25. ■

RESOURCE RICHES

Interpreting Health Topics

Many Online Resources to Prepare to Interpret Health Lessons

Not sure how to interpret that anatomy lesson? Want resources for practice? There are great online resources developed for other audiences yet helpful for interpreters in health and science classes.



ASL & English Resources for Interpreting in Medical Settings

www.medicalinterpreting.org

A comprehensive guide to medical interpreting resources, such as videos, self-study guides, websites and an online discussion board.

Included are resources for visuals for health topics, such as diagrams and 3D animations, which can assist in understanding and in using classifiers to discuss these concepts. All of the ASL videos can be viewed online using free software available to download.

Deaf MD

www.deafmd.org

Look up hundreds of diseases and treatments for information in ASL with English transcripts. Great resource to see how topics are discussed in ASL.

ASL Cancer Education Program

www.cancer.ucsd.edu/deafinfo

Online ASL videos on different kinds of cancer with English transcripts.

DeafDoc

www.deafdoc.org

A Deaf doctor explains medical issues in ASL with voice-over and captioning.

Health Information for the Deaf and Hard-of-Hearing Community

www.advocatehealth.com Search for "deaf"

Online ASL videos regarding general health issues and prevention plus health screening surveys with questions presented in ASL. All videos also captioned.

Food Safety and Inspection Service — SignFSIS

www.fsis.usda.gov/News_&_Events/SignFSIS

Videos in ASL with captioning on preventing food-borne illnesses. ■

ISLR Newsletter Now Online Only

Notification of New Editions via Emails



The Center for Outreach Services is changing to electronic means for publishing *Signals*, workshop registration materials, and most other announcements. All of our publications will be posted on our website. Individuals on our mailing list with a valid email address will receive email notification when new information is posted. This change

allows us to conserve environmental resources and Center for Outreach Services grant funds.

Those on our mailing list will receive a letter in the mail from the Center for Outreach Services to confirm their information in our database is accurate.

Go online to www.ohioschoolforthe deaf.org/islr_newsletters.aspx to see the most recent edition of *Signals* as well as our archive of past issues. ■



Upcoming Events

Indiana RID Conference

October 17–18, 2008 in Indianapolis, Indiana

More info: www.icrid.org

Legend of the Mountain Man – ASL Film

October 18, 2008 in Parkersburg, WV

More info: Robyn Evans trustee1@wvad.org aslfilms.com

Forget Me Not & Legend of the Mountain Man – ASL Film

October 18, 2008 in Canton, Ohio

More info: aslfilms.com thomas.mcmullen@sprint.com

Clarke School Conference on Mainstreaming Students with a Hearing Loss

October 23–24, 2008 in Springfield, Massachusetts

More info: www.clarkeschool.org 413.587.7313

OSD Homecoming & Spartans Pancake Breakfast

October 25, 2008 in Columbus, Ohio

More info: www.ohioschoolforthe deaf.org 614.728.4030

Deaf Gathering at Coventry Library

October 27, 2008 in Cleveland Heights, Ohio

More info: bguyilas@heightslibrary.org 216.321.0739

ASL Expo

November 8, 2008 in Columbus, Ohio

More info: www.aslexpo.com

OCRID Board Meeting—Bylaws Discussion

November 8, 2008 in Columbus, Ohio

More info: Shalene Germani shalene@ocrid.org ocrid.org

WORKING CONDITIONS SURVEY

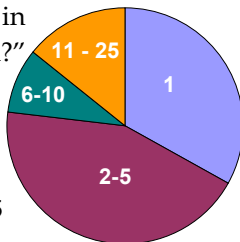
Isolated Interpreters

One-third of Districts/ESCs

Employ Only One Interpreter

Employers were asked, "How many interpreters work in your organization?"

33% employ one
44% employ 2-5
9% employ 6-10
14% employ 11-25



As one-third of school districts and ESCs employ just one interpreter, there are a significant number of interpreters who are working alone.

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

Interpreting in an IEP Meeting

Presented by Paul Fugate

November 8, 2008 in Auburn Hills, Michigan

More info: www.aslrc.com 877.571.0441 register@aslrc.com

Signs for the 21st Century

Presented by Mike Kemp

November 14-15, 2008 in Lansing, Michigan

More info: 517.402.2019 www.michdhh.org/calendar

Demand-Control Schema

Presented by Mark Alan English

November 15, 2008 in Columbus, Ohio

More info: 614.995.1566 EduTerp@osd.oh.gov

www.ohioschoolforthe deaf.org/outreachevents.aspx

Fingerspelling & Numbers

Presented by Verne Taylor

November 15 in Dayton, Ohio

More info: Tgonzalez@mvglobal.com 937.222.8200

How do I say THAT? Exploring Semantics in ASL

and English Presented by Kristina Riley

November 22, 2008 in Goshen, Indiana

More info: sandys@goshen.edu 574-535-7566

Coloring Your Personality

Presented by Anthony Nelson

December 6, 2008 in Gahanna, Ohio

More info: 614-296-8937 www.hallenross.com

OCRID 40th Anniversary—Workshop, Meeting, Banquet

Workshop: Ethics & Interpreting by Anna Witter-Merithew

May 2, 2009 — Location TBA in Ohio

More info: www.ocrid.org

Ohio EIPA Testing Opportunities

Educational Interpreter Performance Assessment

EIPA Written Test

Wright State University

Proctor: Greta Knigga 937.775.2075

greta.knigga@wright.edu

- Nov. 9th & 22nd, 10am & 1pm
- December 6 & 20th, 10am & 1pm

Columbus State

Proctor: Alan Atwood, 614.287.5164,

aatwood@csc.edu

- December 6th, 9am

Registration & more info:

classroominterpreting.org/EIPA

EIPA Performance Test

Ohio School for the Deaf

Contact: Cindy Whicker 614.387.0128

whicker@osd.oh.gov

- 2008: Waiting list for slots from Boys Town (EIPA administrator)
 - 2009: Slots available every month
- 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. ■

ORGANIZATION SPOTLIGHT

Commission on Collegiate Interpreter Education

Interpreter Training Programs can be Accredited by CCIE

Organization: Commission on Collegiate Interpreter Education (CCIE)

Year Established: 2006

Mission: Promote professionalism in sign language interpreter education through the process of accreditation.

Purpose: Using National Interpreter Education Standards developed first by the Conference of Interpreter Trainers (CIT), CCIE administers a multi-step accreditation process for interpreter training programs that includes program self-studies, site visits, and program reviews.

Web Site: www.ccie-accreditation.org



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). ■



COMMISSION ON COLLEGIATE INTERPRETER EDUCATION

PASS IT ON

ASL Skilled Tutors

Online Tutoring for Deaf and Hard-of-Hearing Students K-12

Signing L.O.V.E. (Live Online Visual Education) provides tutoring for Deaf and hard-of-hearing students in a wide range of subjects by certified tutors fluent in ASL. Their online program uses video relay, digital tablets and file sharing software to create a visual learning environment.

Tutors are expected to hold bachelor's degrees and pass PRAXIS exams in the subjects they tutor. Tutors work with students across the country from home.

To learn more about the service or tutoring, see www.signinglove.com. ■

Visit our website!

www.ohioschoolforthe deaf.org/outreach

Interpreting & Sign Language Resources

Ohio School for the Deaf

500 Morse Road
Columbus, OH 43214



614.995.1566 v/tty

614.995.1567 fax

EduTerp@osd.oh.gov

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

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.

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.