

S I G N A L S

News & Resources for Ohio Educational Interpreters

Interpreting & Sign Language Resources ♦ Winter 2010

In Memory of Sara Paullin Casto

B.A., CI & CT, EIPA 4.9 (Secondary: ASL)

Sara Paullin Casto, wife, mother, friend, interpreter, internship coordinator, mentor, and webmistress, died on the morning of December 31, 2009, with her husband Trevor at her side. She was 35 years old.

It's a daunting task to try to sum up someone's life in a few paragraphs, especially one who was so eloquent in her own right. Sara came to OSD first as a volunteer and then as a practicum student. After she graduated from Columbus State Community College in 1998, Sara contracted with OSD to provide interpreting services and eventually became a full-time employee in November, 2000. We had the joy of watching her change from an untried rookie to an incredibly competent professional. Over the years Sara mentored many interpreting students; provided a model of skillful interpreting services to countless OSD students, staff, and families; and developed training materials and a top-notch website for the Outreach Department. This newsletter you are reading is a direct result of Sara's efforts; it was her idea to start a newsletter for educational interpreters.

Sara would roll her eyes at too much adulation; it just wasn't her style. Like all of us, she had strengths and weaknesses and made mistakes. What set her apart from others was that she approached things head on, with honesty and a wry sense of humor. She handled everything that way, including breast cancer. Sara was also a loyal friend who loved her family, music, and tie-dye, among many other things. *(Go to [Sara](#) on page 5)*

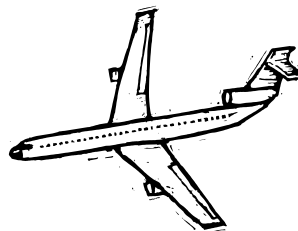
SHARING SOLUTIONS

A Long Distance Field Trip

Traveling to Italy

By Sarah McKinney, ESC of Central Ohio/
Upper Arlington

Sixteen days. That's longer than your typical interpreting assignment. Longer than your average week at school, too. But few field trips involve trans-Atlantic flights, audiences with the Pope, and working with three or four languages at a time. When I accepted a spot as one of the interpreter/chaperones for the exchange trip the Ohio School for the Deaf took to Italy, I knew it would be a once-in-a-lifetime experience, and definitely not just another assignment. Before our group of seven adults and fourteen high school students and graduates boarded the first plane, I knew there would be challenges.



(Go to [Trip](#) on page 3)

Upcoming Regional Outreach Workshops

Assessment and Feedback for Educational Interpreters

April 17 in Northeast Ohio

April 24 in Southwest Ohio

Details TBA!

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

SIGNALS ♦ Winter 2010

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U.S. Testing

Comparison to International Benchmarks

The Office of Curriculum and Assessment at ODE analyzed Ohio's 2008 testing standards in comparison to international standards. The following responses to misconceptions about international benchmarks are taken from USEP-OHIO's Education Update for December 21, 2009.

USEP-OHIO's Education Update by Joan Platz is distributed weekly. To join the USEP-OHIO Education Update list, email usepohio@usepohio.com and note "subscribe education update."

- **Myth:** Other countries test a more select, elite group of students.
- **Reality:** That may have been true for earlier international assessments, but it is no longer true today. More countries have moved to universal education, and better sampling techniques cover the performance of the whole population. Furthermore, Organization for Economic Cooperation and Development (OECD) member nations on average tested a higher proportion of 15-year-olds than did the U.S.
- **Myth:** The U.S. performs poorly because of poverty and other family factors.
- **Reality:** According to the U.S. Department of Education, the U.S. is about average compared with other wealthy nations on most measures of family background. Among OECD

member nations, U.S. 15-year-olds are slightly above the international average on a composite index of economic, social and cultural status (ESCS).

- **Myth:** Cultural factors prevent U.S. students from performing as well as those in other nations, particularly Asian countries.
- **Reality:** U.S. 15-year-olds reported spending more time on self study or homework in Science, Mathematics and Reading than OECD students on average, including those in Japan and, except for Mathematics, in Korea. Furthermore, the five top-scoring nations in the 2006 Programme for International Student Assessment (PISA) were located on four different continents, reflecting a range of cultures: Europe (Finland), North America (Canada), Asia (Japan) and Australia/Oceania (New Zealand and Australia).
- **Myth:** Other countries are less diverse.
- **Reality:** Among the 11 other OECD countries that, like the U.S., had more than 10 percent immigrant students, all of them performed higher in Mathematics and nine performed higher in Science.
- **Myth:** Wealthier countries spend more than the U.S. on education.
- **Reality:** The U.S. is wealthier and spends more on education than most other countries. Among OECD member nations, the U.S. ranks highest in gross domestic product per capita and second highest in educational expenditures.
- **Myth:** Education does not really affect the economy anyway. A

Nation at Risk warned that America's economy would suffer, but that never happened.

- **Reality:** A Nation at Risk did err in linking the recession of the early 1980s to educational stagnation, because other factors such as the business cycle are more important over the short term. The report, however, was correct that improving education is critical to America's economic competitiveness. New research confirms that cognitive skills as measured by international tests strongly influence long-term economic growth. ■

Gallaudet National Essay, Art, and ASL Contest



Students 9-19 years old can enter the 2010 Gallaudet National Essay, Art, and ASL Contest for Deaf and Hard of Hearing Students. The theme of the 2010 contest is "Helping Others: How I Can Make a Difference in My Community." The contest is sponsored by Gallaudet University and the Laurent Clerc National Deaf Education Center.

The contest includes writing, art, and American Sign Language. There are two age categories for students (9-14 and 15-19). Entries will be accepted through February 5, 2010.

http://clerccenter.gallaudet.edu/Clerc_Center/Information_and_Resources/Publications_and_Products/Gallaudet_National_Essay_Art_and_ASL_Contest.html



(Trip continued from page 1)

This was my first ever visit to Italy. I wanted to prepare as an interpreter, since that was my main role for the trip. Also, I wanted to prepare a bit as a tourist! I borrowed several travel guides from the public library and read up on the sites we were scheduled to see. Having these books handy during the trip helped me to develop schema for what we would experience, create working knowledge to use as scaffolding for what our tour guides would tell us, and prepare myself for unfamiliar names of people and places.

For the last five years I have taken students on trips to compete in Academic Bowl, which has led me to far-off destinations like Texas and Wisconsin, but this trip was different in two important ways. Those competitions had always been just a long weekend—four days including travel—and this trip would last just over two weeks. It was a long period of time to sustain my energy and concentration levels to interpret successfully. Luckily, there were at least two of us teaming at all times, and we were careful to monitor each other for fatigue, ready to switch out when we needed a break.

The other major difference in this trip was my role. I had always served as a coach for Academic Bowl, which entailed chaperoning, strategizing, and motivating, but rarely interpreting.

In Italy I would be responsible for several students in a foreign country, but I would primarily be interpreting for the students and Deaf adults in our group. It was of constant importance to monitor the students for safety's sake; I had to be perpetually attentive to the language situation at the same time, either while interpreting or teaming. Rigidly defining myself with one

role at a time would not work, so, as in most interpreting situations, flexibility was key.

Of course the biggest challenge of the whole endeavor was working through several languages.

During most of our excursions, we had a guide speaking Italian, an interpreter signing that message in Italian Sign Language (LIS), and another interpreter speaking that message in English to one of us. Then it was our job to deliver it in ASL.

Our American students and their Italian counterparts usually watched both interpreters to try to “catch” signs from each other’s language. When the students from Ohio and Italy came together, they used gestures to quickly exchange concepts for signs in their respective languages.

Rigidly defining myself with one role at a time would not work, so, as in most interpreting situations, flexibility was key.

The interpreting process was sometimes laborious, sometimes confusing, but usually we made it work. Though there were moments that seemed forever “lost” in translation, I was thankful for my preparation during moments that were more successful.

By the end of our stay, we had taken countless photos, made many new friends, eaten lots of pasta. And, I could say that I interpreted the longest field trip of my career. It was an amazing experience that presented many unique challenges—both personally and professionally—which I was thrilled to take on! ■

Ohio EIPA Testing Opportunities

EIPA Written Test

Wright State University

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

Columbus State Community College

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

The **EIPA Written Test** is administered annually in February and March, May and June, and September through November 14. Online registration will open approximately 2 weeks before a testing session begins.

Registration & more information:
classroominterpreting.org/EIPA

EIPA Performance Test

Kent State University

Contact: Leah Subak 330.929.0389
leahsubak@kent.edu

Ohio School for the Deaf

Contact: Cindy Whicker 614.387.0128
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. ■

*“Never bend your head.
 Always hold it high.
 Look the world straight
 in the face.”*

~ Helen Keller



IVA D'LEMA

Testing Our Skills

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

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



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

Suggestions for Iva and others in this situation are:

- **Show that you take your profession seriously.** Deaf people are savvy and deserving of a certified interpreter. They expect the professional interpreter to be NIC certified. It makes a powerful statement to the community in which you live to show that you take your profession seriously by presenting yourself as a qualified service provider.
- **Pick the test that fits your everyday experience.** If your primary employment is an educational setting and you're looking for reassurance about your skill level, take the EIPA. It uses source material that looks like your everyday work experience. If this is your first time attempting a certification test, that might help put you at ease.
- **Do it for yourself as a professional.** If you want reassurance that your skills are good enough to work with students, does it matter if you receive a pay raise? You will have the satisfaction of knowing your skills match the situation in which you're working. In time we can hope that school districts will recognize the value of certification as well.
- **Consider seeking both.** If you are predominately an educational interpreter, you might seek the EIPA first. However working in the community is very valuable as well. The NIC can evaluate your skills and equip you to make wise decisions before accepting assignments.
- **Check into reimbursement.** Some school districts will reimburse through Professional Development funds for taking the EIPA. Or you might be able to get a grant from an agency or social organization.
- **Find out if the local interpreting agencies recognize EIPA Level 4** in their pay scale. Most educational interpreters would really prefer to take the EIPA but some local agencies pay extra only for RID certification, and the difference is significant. Also, if you have an interest in working for the colleges in your area, many do recognize the EIPA and compensate accordingly.
- **Take advantage of the feedback offered by the EIPA.** No matter how long you've been interpreting, you can improve your skills to do the very best interpreting possible. In addition to a level score, the EIPA results will give you feedback you can use to develop goals for your next IPDP, work with a mentor, or select workshops that will benefit your specific needs. ■

.....
 : I can always count on y'all to have
 : great answers! Okay, here's my new
 : dilemma....
 :
 : How do you know when you're
 : expanding too much? Sometimes a
 : concept comes up while the teacher is
 : speaking that I know that the deaf
 : student isn't familiar with. The student
 : doesn't even know that she doesn't
 : have the information. Should I expand
 : based on what I know, or do I just ask
 : the teacher for clarification?
 :
 : I'm sure I'm not the only interpreter
 : facing this issue. What have y'all tried?
 :
 :

PLEASE HELP IVA!!!

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. ■



License, certification, degrees

What is the difference between certified and non-certified according to the Ohio Department of Education?

Prior to licensure, ODE certified Ohio teachers. 1987 Certification Standards provided 3 types of teaching certificates: provisional, professional, and permanent. Teachers who achieved permanent certification no longer had any continuing education requirements. Ohio changed to a licensure system with the 1996 Teacher Education and Licensure Standards (Ohio Administrative Code 3301-24), which took effect January 1, 1998. Teachers who received permanent certification by September 1, 2003, could maintain their certificates.

The licensure standards included professional and associate license categories. The associate license has three types: interpreter for the hearing impaired, prekindergarten associate, and educational paraprofessional. Paraprofessionals may work under an associate license or an educational aide permit.

What is the difference between interpreter certification and Ohio educational interpreter licensure?

Interpreter certification is offered nationally through the Registry of Interpreters for the Deaf (RID) National Interpreter Certificate (NIC) and the Educational Interpreter Performance Assessment (EIPA). Some interpreters hold a previous RID certificate or were certified through another organization such as the National Association for the Deaf. RID allowed NAD level 3 or above certified interpreters to have certified member status in RID when NAD discontinued its test. RID permits interpreters who pass the

EIPA Written Test and achieve a 4.0 or above on the Performance Test to join as certified members. NAD and EIPA certified interpreters are not RID certified; only interpreters who have passed an RID evaluation are RID certified.

Ohio requires that public school interpreters be licensed. Some employers may require certification or a degree. There is no law in Ohio requiring interpreters to hold certification, whether they work in education, business, medical, legal, or any other setting.

What about degrees and certification?

As of June, 2009, RID requires anyone applying for new certification to hold an associate's degree or use the Alternative Pathway to show equivalent knowledge and experience. Interpreters who were certified members prior to the requirement do not have to obtain a degree unless they want to add a new certification. In June of 2012 the requirement will be raised to a bachelor's degree; the Alternative Pathway will continue to be an option.

Are there requirements for salary or contract rates related to certification, licensure, or degrees?

There is no law in Ohio, other than the minimum wage law, that tells employers how much to pay their employees or contractors. The Ohio Guidelines for Educational Interpreters (page 22) recommends that interpreters who are staff members "are given a contract based on the district's policies and procedures" and "be entitled to the same benefits program available to other employees in the district." Rates of pay across districts vary for teachers and other school employees as they do for interpreters. When interpreters belong to unions, their

pay rates are part of their labor negotiations. Factors in pay differences might include degrees, certification, or seniority. Since licenses should be a minimum qualification for any public school interpreting job, interpreters would not be expected to receive a higher rate for having a license. ■

(Sara continued from page 1)



In 1999, Sara received the first Darlene Jahn Award from the Ohio Chapter of the Registry of Interpreters for the Deaf. The Jahn Award

is given for *serious study and proven achievement in the profession of ASL/English Interpretation*. Sara demonstrated her respect for the profession, her colleagues, and deaf and hard of hearing people through her words and actions. Her influence will be felt for years to come. We miss her terribly, and we are so grateful to have known her.

Sara's passions outside of interpreting were working for social justice and improving the environment. If you would like to remember Sara, her family asks that donations be made to charities Sara supported:

Environmental Organizations

www.olentangywatershed.org

www.conservationfund.org

www.wecansolveit.org

Human Rights organizations in support of gay marriage

www.hrc.org

www.equalityohio.org

Services for the poor and homeless

www.newlifeunitedmethodist.org

www.columbushomeless.org

If you would like to read more about Sara, you can check out her CaringBridge website: <http://www.caringbridge.org/visit/spcasto>



RESOURCE RICHES

Online Vocabulary Resource: “embe Outreach”

Resources from “New Professionals Online Seminar”

From January to March, 2009, ISLR hosted an online seminar facilitated by three bachelor’s degree students in the interpreting program at the University of Cincinnati: Maryam Sabri, Jeffrey Johnson & Paul Laughlin. Seminar participants each reviewed two resources. Participants then read the reviews and selected which resources would be most beneficial to them professionally. Sue McWilliams reviewed “embe Outreach” (formerly known as NEEDS Outreach), and many other participants felt it would be valuable to them as well.

Here are some of the comments from Sue and other participants:

- Great website for finding the appropriate sign for use in the classroom—elementary through high school
- Can be used to research technical signs for the classroom, as an aid in adjusting to various placements (ages, classes, etc), to add new signs to your vocabulary
- Videos show how to produce the sign so there is little or no confusion, like you might get from looking at a picture in a dictionary
- Easily accessed from home and school
- Great site to help show and teach signs to students
- Works with QuickTime (free software which can be installed on your computer)

The website includes these categories of American Sign Language signs:

- Biology
- Countries and Geographical Areas
- Geography
- Government
- Mathematics – Elementary
- Mathematics – Secondary
- Physics
- Technology
- US History
- Auto Mechanics



To access the website:

<http://www.needsoutreach.org/Pages/sl.html>

*“For a successful technology,
reality must take precedence over
public relations, for Nature
cannot be fooled.”*

~ Richard P. Feynman

OSD Outreach Website

YOUR ASSISTANCE REQUESTED

The goal for the Outreach pages of the Ohio School for the Deaf website is to provide information and links of interest to educational professionals and families with children who are deaf or hard of hearing.

Websites require constant maintenance and updates. If you find errors, broken links, or missing information on our website, please [contact us](#). Suggestions for ways the site can be improved are also welcome!



Upcoming Events

Getting the Most from Your Mentoring Experience

January 15-16, 2010 in Morehead KY
 More info: Wendy at 859-622-4966 or Audrey at
 Audrey.lambert@eku.edu 606-776-7035 cell

Oral Transliterating: Another Tool in Your Toolbox

January 16, 2010 in Eddyville KY
 More info: Artie Grassman at 859-583-0800 cell or Linda at
 Linda.bozeman@eku.edu or 859-582-7442 cell

The ABC's of Personality: Integrating Myers Briggs and Interpreting

January 16, 2010 at Goshen College, Indiana
 More info: 574-535-7566

Self Care for Interpreters

January 30, 2010 in Columbus
 More info: 614-975-7594 or aquietspace4u@gmail.com

Developing Lesson Plans That Make Teaching Easier

January 30, 2010 at Wright State University, Dayton
 More info: Sharon0248@aol.com or
<http://ohioaslta.cfsites.org/index.php>

Early Childhood and Deafness Conference

March 26 - 27, 2010 in Columbus
www.ohioschoolforthe deaf.org/outreachevents.aspx

Assessment and Feedback for Educational Interpreters

April 17 in Northeast Ohio
 April 24 in Southwest Ohio
www.ohioschoolforthe deaf.org/outreachevents.aspx

OCRID 2010 State Conference: An Interpreter Odyssey

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

RID Region 3 Conference

July 21-24th, 2010 in Bloomington, Minnesota

ORGANIZATIONAL SPOTLIGHT

Interpreters in Educational and Instructional Settings

Membership Section of the Registry of Interpreters for the Deaf (RID)

"RID's Member Sections (MS) provide a relationship-building forum for RID members to share common interests, goals and concerns that are also consistent with RID's mission and values."

RID has over 900 IEIS MS members.

Ohio is part of RID Region III. The IEIS MS Region III Representative is Dave Calvert. You can contact him at terp06@aol.com

All state liaison positions in Region III are filled. The Ohio liaison, Sarah McKinney, is also a member of the ISLR Advisory Committee.

Dave Calvert will host an educational interpreter workshop at the July, 2010 Region III Conference in Minnesota

IEIS has established a Yahoo group which can be contacted at IEISMS@yahoo.com

Congratulations to Margaret Murphy, ISLR Lead Interpreter Educator, who received her M.S. in Adult and Organizational Learning from Northeastern University!

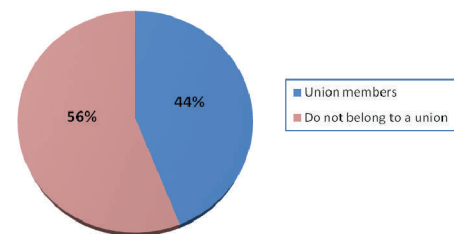
WORKING CONDITIONS SURVEY

Union Membership

Most interpreters are not members of a union

In the 2008 Ohio K-12 Educational Interpreters Working Conditions Survey, interpreters were asked if they belong to a union.

- 44% of the interpreters responded yes
- 56% of the interpreters responded no



Most interpreters who belong to a union belong to ones that have other members (teachers, clerical workers, aides, etc.). ISLR is aware of two unions that are specifically for interpreters: Beachwood City Schools and Dayton City Schools. If you are aware of others, please let us know! Contact information is on the last page of the newsletter. ■

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

www.ohioschoolforthe deaf.org/workingconditions.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

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. 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

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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 Representative:

Diane Schmidt, *Mansfield City Schools*

Northeast Representatives:

Lisa Petrucci, *Beachwood Schools*

Carol Black, *Canton City Schools*

Central Representatives:

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

Kristi Hill, *ESC of Central Ohio,*

Delaware Area Career Center

Southwest Representatives:

Sherry Miller, *Dayton City Schools*

Mary Roark, *Jackson Local Schools*

Southeast Representative:

Tammy Dearth, *East Muskingum*

Member-at-Large:

Jennifer Carrick, *Cuyahoga Co. ESC*

Email Advisory Committee

members at

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.**