

# ASLTA

American Sign Language Teachers Association

# 25<sup>th</sup>

ANNIVERSARY

Norfolk, Virginia

July 4-7, 2000

# ***History of American Sign Language Teachers Association***

by William J. Newell, PhD and Leslie C. Greer

We celebrate our 25th year as a professional association of American Sign Language and Deaf Studies teachers. The beginnings of the Sign Instructors Guidance Network (SIGN) go back to 1975 when the National Association of the Deaf created the Communicative Skills Program (CSP) under the direction of T.J. O'Rourke. "TJ" obtained a grant to promote the "standardization" of sign language instruction and the "facilitation" of the establishment of sign language instruction classes and programs across the United States. The first general meeting occurred in conjunction with the biennial conference of the NAD in Houston, Texas in July 1976. ASLTA is 25 years old!

## **BEGINNINGS OF SIGN**

SIGN was established as part of the CSP of the NAD in 1973. CSP was a grant supported project of the NAD devoted to the promotion of "manual communication" instruction across the United States.

The period from 1973-1976 was used to develop the organizational structure, by laws and to develop the SIGN evaluation system that was to become a main focus of SIGN and the early leadership of the Association.

TJ was director of CSP, 1973-1979. A team including Dennis Cokely, Will Madsen, Jane Norman, and David Knight were primarily responsible for developing the original SIGN evaluation system. Other persons who were instrumental in the initial evaluation system efforts include members of the original evaluation team, TJ, Jane Norman, Dennis Cokely, Eleanor Propp, Mabs Holcomb, George Johnston, Paul Menkis, Betty Colonomos, Larry Berke, and Will Madsen.

The first SIGN evaluation of teachers took place in conjunction with the NAD-SIGN conference in Houston, Texas in 1976.

Melvin Carter became director of CSP and home office manager of SIGN in 1979. Mel remained CSP director until 1984. Ella Mae Lentz took over as CSP Director for a short period of time after Mel Carter resigned.

## **MILESTONES IN RECENT ASLTA HISTORY**

SIGN evaluation system was revised from 1986 - 1988. Training of a new team of evaluators by Mel Carter occurred prior to the Charlotte, South Carolina convention in the summer of 1988.

Local Chapters began to form with the first affiliated local chapter of ASLTA in Ohio in 1985. Today we have 33 local chapters. The purpose of local chapters are (1) assisting local members to earn hours for ASLTA Certification through professional development workshops, (2) supporting the ASLTA through involvement in national committees, (3) keeping lines of communication open between officers and the ASLTA Affiliation Chapter Chair, (4) advocating for ASL and certified teachers on the local level, and (5) many other advocacy activities on the local level.

In 1986, under the leadership of President William J. Newell, the executive director of the NAD, Gary Olsen at the Salt Lake City conference, called an emergency meeting of any members of SIGN in attendance to the conference. There was no planned meeting of SIGN at this conference and there had been no evaluations conducted. At this emergency meeting Mr. Olsen requested that the members in attendance elect a slate of officers to "revitalize" SIGN. President Newell was to suspend the SIGN evaluation system until the entire system could be reviewed, training could be provided and a new core of evaluators could be ready to carry out a primary mission of SIGN-ASLTA to provide a peer review evaluation system for teachers of ASL. The late Alan Barwiolek was appointed chairperson of the evaluation team.

In 1991, under the leadership of President Keith M. Cagle, SIGN changed its name to ASLTA. President Cagle also supported an important goal to increase the certified members of ASLTA through professional development. Keith produced two videotapes to assist people in understanding the certification system and the basic requirements of ASL teaching: *The ASLTA Evaluation and Certification System How to Achieve Certification as a Teacher of American Sign Language* and *The Basics of Teaching American Sign Language*.

During the term of President E. Lynn Jacobowitz several important milestones were reached. ASLTA became a member organization in the Joint National Committee on Languages (JNCL) which is the major coalition of language teaching organizations representing the interests of language teachers in Washington, DC. Another significant milestone was the formation of the K-12 ASL Curriculum Committee which is currently working on developing model curriculums for ASL instruction of L1 and L2 students K-12.

In 1999, under the leadership of President Leslie C. Greer, a longstanding need of our Association was realized when we held the First National Professional Development Conference in Rochester, NY. In addition, in 1998 ASLTA began to work closely with our "sister" organization, the Conference of Interpreter Trainers (CIT) to share our common interests in professional development, ASL and Deaf Studies instruction and accreditation of Interpreter Training Programs. ASLTA was also recently invited by the NAD-RID Task Force on Interpreting to join in the formation of a new national coalition of organizations with interest in Interpreting and ASL. This new organization will have oversight of national interpreter certification and other issues of importance to ASL instruction and interpreting education.

As the new millennium dawns, ASLTA is a strong organization working collaboratively with NAD, RID, CIT, JNCL, ACTFL and other important language and deaf-related organizations. It will be an exciting next 25 years. Please join us and roll up your sleeves.

## **Affiliate ASLTA Chapters**

(alphabetical order)

Alabama ASLTA  
Arizona ASLTA  
Arkansas ASLTA  
Beehive ASLTA (Utah)  
Bluegrass ASLTA (Kentucky)  
Buckeye ASLTA (Ohio)  
Chesapeake Bay ASLTA (Nation's Capital ASLTA)  
Chicagoland ASLTA  
Colorado ASLTA  
Dogwood ASLTA (Virginia)  
Florida Chapter of ASLTA  
Frederick ASLTA (Maryland)  
Greater New York ASLTA  
Kansas ASLTA  
Lilac Chapter of ASLTA (Rochester, New York)  
Loon ASLTA (Minnesota)  
Los Angeles ASLTA  
Massachusetts ASLTA  
Michigan ASLTA  
Missouri ASLTA  
New Jersey ASLTA  
New Mexico ASLTA  
Northern California ASLTA  
North Carolina Tar Heel ASLTA  
Northwest ASLTA (Oregon)  
Pennsylvania ASLTA  
San Diego ASLTA  
Shenandoah Valley ASLTA (Virginia)  
Texas Bluebonnet ASLTA  
Veditz ASLTA (Virginia)  
Washington ASLTA  
Willard ASLTA (Indiana)  
Wisconsin ASLTA

# *Thoughts from the Presidents*

**Marvin B. Sallop**

**1976-1978**



Congratulations on the 25th Anniversary of ASLTA! The founding members, board, and officers envisioned a national organization with which to bring professionalism and quality to the teaching of ASL. While the torch has passed through successive boards and officers, I am so pleased to see that the initial vision and mission has been effectively maintained and that our organization is well on its way to achieving its goals. Now on to the next 25 years!

**Kenneth O. Rust**

**1978-1980**



Since the birth of ASLTA, ASL was coming into its own as a recognized language by linguists and other social scientists. Language rights and recognition of Deaf culture was shaping the Deaf community. However, changes in residential schools due to mainstreaming and other legislative action creates an environment that may not be one that lends to the continuing evolution of ASL. Your continued efforts provide hope for the "Preservation of Sign Language." Have a successful and productive conference.

**Lawrence R. Fleischer**

**1980-1984**



Congratulations on reaching this important milestone - the 25th anniversary of the American Sign Language Teachers Association (ASLTA). So many members richly deserve rounds of applause for the terrific job they do making ASLTA better all the time. I saw the birth of ASLTA back in 1975 and now it is a young organization with so much potential to make great contributions to the field of ASL teaching. As expected, each of us wants more from ASLTA, but the secret recipe for getting more is to give more to ASLTA. Let's all work together to continually push ASLTA ahead to greatness!

**Nancy Frishberg**

**1984-1986**



CONGRATULATIONS to ASLTA on this monumental anniversary! In 1984-1985, a small but solid core instructors of American Sign Language achieved certification within the beginnings of a sustainable evaluation system. Most impressive today are the nuanced presentations at this year's workshops, efforts to include ASL in the K-12 curriculum and 33 local chapters. I wish ASLTA continued success in gaining recognition for ASL in satisfying language requirements, in developing an array of best practices in instruction, evaluation and teacher training.

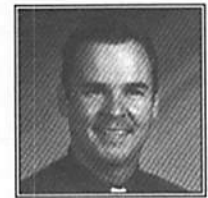
**William J. Newell**  
1986-1990

Congratulations to ASLTA celebrating its 25th year of excellence in ASL teaching. As President from 1986-1990 I saw the organization through one of its rockiest periods. Because members "kept the faith" we worked together to set ASLTA on a solid foundation. I am thrilled to see ASLTA experiencing success today. Our membership and local chapters are growing. ASLTA has much to be proud of. Let's continue to work together to promote the profession of ASL teaching. Best wishes for another even more successful 25 years!



**Keith M. Cagle**  
1990-1994

Congratulations on ASLTA's 25th Anniversary! ASLTA has been growing tremendously. Since 1995, ASL has the fastest foreign language growth - 165% (U.S. News & World Report). It is our challenge to ensure quality in all ASL instructions.



**E. Lynn Jacobowitz**  
1995-1998

With immense pride, I congratulate ASLTA on its 25th year anniversary. With the phenomenal growth of ASLTA, our future is more exciting than ever. Without you members and supporters, ASLTA would not thrive as well. Let's toast to ASLTA for its successful existence. MAY THE ASLTA FORCE BE WITH YOU!



**Leslie C. Greer**  
1998-2002

Congratulations to ASLTA's 25th Anniversary! It is extremely gratifying to witness the phenomenal growth of the ASLTA since 1975. ASLTA has had a tumultuous history! This is truly an important and fitting anniversary as we, together, stand on this historic milestone! We have accomplished much because of the hard work and faith of the presidents and leadership that has preceded me. I look forward to working with all present members of the Association and those who will join us to keep ASLTA vibrant!





American Sign Language Teachers Association

National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910-4500  
TTY 301/587-1789 • Voice 301/587-1788  
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July 2000

Greeting!

On the behalf of the ASLTA Board, we welcome you to 2000 NAD-ASLTA conference, "Navigating into the New Millennium" in Norfolk, Virginia. Before we sail into the future let's go back to the Old Millennium. We thank Thomas H. Gallaudet for recognizing that our deaf language can be used to teach; Laurent Clerc for "sailing into uncharted waters" with Thomas, leaving his home country to educate Deaf American children in America; William C. Stokoe for discovering patterns in our language; and T. J. O'Rourke for his interest to establishing the organization, CSP-SIGN. Let's us pause in reflective silence for a few moments in recognition of these important contributions.

And now as we let the wind fill our sails and begin our journey to the new Millennium we need also to recognize some of our contemporaries. We thank William "Bill" Newell for revitalizing the organization, SIGN-ASLTA; our deaf activists who pushed the legislators to pass the bills recognizing ASL as modern language; the publishers of ASL materials that support excellent teaching of ASL; and finally all of you, "the Crew of our Ship" who hold the "key" that opens the door to the treasure of learning ASL and Deaf culture.

This year and next year we celebrate our 25th Anniversary of the ASLTA. Why did I say "this year and next year"? This year represents the founding of the ASLTA organization and next year is a celebration of the ASLTA's Certification program that was offered at the 1976 NAD Convention in Houston Texas.

Finally, I want to thank each of you who are attending. Your attendance has proven to the community that ASL and Deaf Studies are still vital! Your professional enrichment through this conference will bring to your hometown the true word of ASL and Deaf Studies. You MUST work hard to enrich our beautiful unique language which is called American Sign Language. Our future children and adults will appreciate what you have contributed to the community through your dedication to our profession of ASL teaching. In the next millennium, ASLTA will depend on you, and your ASLTA affiliated chapters and state legislators. By working together, we can "sail smoothly" to reach our destination.

ASLfully yours,

A handwritten signature in cursive script that reads 'Leslie C. Greer'.

Leslie C. Greer



American Sign Language Teachers Association is a professional organization under the auspices of the National Association of the Deaf



# NATIONAL ASSOCIATION OF THE DEAF

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Dear Friends,

It is an honor and privilege to extend these words of welcome and best wishes to members and friends in celebration of the 25<sup>th</sup> Anniversary of American Sign Language Teachers Association (ASLTA).

ASLTA has grown by leaps and bounds since its origins in 1975 as the Sign Instructors Guidance Network (SIGN). We proudly see more and more ASLTA-certified professionals in the areas of sign language, deaf culture, and interpreting. Today, ASLTA is now one thousand members strong, and still growing in influence, stature, and professionalism – having had its first and highly successful professional development conference last Fall. The NAD takes pride in its role in nurturing the growth of ASLTA since its inception, and seeks to continue providing support to what we know is a wonderful organization with so much to offer to the American public.

The NAD is committed to working in partnership with ASLTA to shape the future of American Sign Language, certification of ASL Teachers, sign language interpreting, certification of Sign Language Interpreters, Deaf Culture, and related issues of importance to the membership of both organizations. Examples of this partnership include the fact that ASLTA is now represented on the NAD-RID Task Force on Interpreting, which is now working on development of a joint national interpreter assessment and certification system, as well as the prestigious William C. Stokoe Scholarship Award screening committee.

On behalf of the NAD Board of Directors and staff, we send our very best wishes to the ASLTA Board and membership for productive and successful workshops, presentations, and business meeting activities during the 45<sup>th</sup> Biennial NAD Conference in Norfolk, Virginia. Again, our very best 25<sup>th</sup> Anniversary wishes to ASLTA!

Sincerely,

*Elizabeth Pollard*  
Elizabeth "Libby" Pollard  
President



*Nancy J. Bloch*  
Nancy J. Bloch  
Executive Director





# ASLTA Board



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## **ASLTA Seeks to:**

- Provide an effective avenue for ASL and Deaf Studies teachers to exchange information on language and culture, instructional methods, materials and evaluation techniques.
- Promote a closer relationship between the NAD, JNCL/NCLIS, CIT and teachers of American Sign Language and Deaf Studies.
- Give ASL and Deaf Studies teachers opportunities to professionalize their knowledge and skills through local and national workshops and conferences.
- Maintain and update evaluation and certification standards and procedures for ASL teachers.
- Develop and maintain a national resource directory on ASL and Deaf Studies teachers to be used as a reference source for colleges, universities, K-12 schools, and local/state agencies.
- Encourage and support the development and expansion of ASLTA chapters.
- Assist chapters in efforts to attain state recognition of ASL as a language as well as ASLTA-granted certification of teachers of ASL and Deaf Culture.

## **The ASLTA Evaluation and Certification System:**

- Ensures that teachers of American Sign Language possess the skills to teach the language and introduce their students to the culture and community of Deaf people.
- Nurtures and rewards professional growth.
- Encourages participation in ASLTA and professionalism among membership.

## **ASLTA Certification Levels**

### ***Provisional Certificate***

The provisional level certificate ensures that instructors have met the minimum professional standards of knowledge and experience as evaluated by ASLTA professional peers. Candidates for Provisional Certification must meet rigorous standards of fluency in American Sign Language and show evidence of their knowledge, teaching and practice.

### ***Qualified Certificate***

The qualified level certificate ensures that teachers have met additional professional standards of knowledge, teaching skill and practice as well as having provided evidence of continued professional development and teaching experience.

### ***Professional Certificate***

The professional level certificate ensures that teachers have met the highest standards of review and evaluation by ASLTA professional peers. Teachers holding the certificate have demonstrated excellence in teaching skills and knowledge as well as provided evidence of their continued professional development and active teaching experience.

# ASLTA Bylaws

## Article I — Name

The Organization shall be known as the American Sign Language Teachers Association (ASLTA).

## Article II — Objectives

### Section 1: Objectives of ASLTA

1. To provide a closer relationship between instructors of American Sign Language (ASL) and the National Association of the Deaf (NAD).
2. To develop and maintain certification standards for ASL instructors and programs offering ASL courses.
3. To certify ASL instructors and programs offering ASL courses.
4. To develop standards and procedures for the accreditation of training programs, facilities and personnel involved in the education of instructors of ASL.
5. To develop and maintain a national directory of members, certified instructors, and certified ASL programs.
6. To provide an effective avenue for the exchange of information regarding methods and materials in the instruction of ASL.
7. To encourage the development of affiliated chapters.

## Article III — Membership

### Section 1: Types of Members

Membership in ASLTA shall be open to instructors of ASL and other interested persons who are Advancing Members, in good standing, of the National Association of the Deaf. There shall be three categories of membership:

1. **Certified Member:** A Certified Member is a paid-up member who has received certification in ASL instruction from ASLTA. A Certified Member shall have full voting privileges.
2. **Non-Certified Member:** A Non-Certified

Member is a paid-up member and a non-certified instructor of ASL. Non-Certified Members shall have voting privileges in all matters of the organization except evaluation and certification.

3. **Supporting Member:** A Supporting Member is a paid-up member who supports the goals of the organization, but is not an instructor of ASL. A Supporting Member shall not have voting privileges. The two categories of Supporting Members shall be Individual and Institutional.

### Section 2: Dues

Dues for individual membership in ASLTA shall be determined by majority vote of the Executive Board. A proposal to increase dues must be announced by the Executive Board in the official publication of the organization a minimum of two times during the six-month period prior to the effective date of the increase in dues. The announcement of a proposal to increase dues will include an invitation to the membership to submit comments. The Executive Board will consider membership comment prior to final authorization of a change in dues structure. Dues are payable concurrently with dues for NAD Advancing Membership.

## Article IV — Meetings

### Section 1: General Meetings

General meetings of the membership shall be held biennially at the site and the dates of, and in conjunction with, the convention of the NAD.

### Section 2: Executive Board Meetings

The Executive Board shall meet at least annually.

### Section 3: Reference for Parliamentary Authority

Robert's Rules of Order shall be parliamentary authority for all meetings.

## Section 4: Parliamentarian

The President, at his/her discretion, may appoint a Parliamentarian to advise the organization on parliamentary procedures.

### Article V — Executive Board

#### Section 1: Members of Executive Board

The President; Vice President; Secretary/ Treasurer; Evaluation, Revision and Appeal Chair; and Bylaws Chair shall constitute the Executive Board, and shall be responsible for business matters of the organization between regular meetings.

#### Section 2: Home Office

The Home Office of ASLTA shall be maintained through the NAD at an official office of the NAD. The President of ASLTA, with approval of the ASLTA Executive Board and the NAD Executive Director, shall designate an individual from the NAD to assist the Executive Board in carrying out functions and responsibilities for the successful operation of ASLTA. This individual will be called the NAD/ASLTA Liaison.

#### Section 3: Appointment of Committees

The President shall appoint, subject to confirmation by the Executive Board, the committees of ASLTA. By unanimous consent, the Executive Board may waive confirmation procedures.

#### Section 4: Vacancies

The Executive Board shall have the authority to fill any vacancy on the Board which may occur between regular meetings of the organization with the exception of the office of President which shall be filled by the Vice President according to Article VIB, Section 2.

#### Section 5: Budget

The Executive Board, with the cooperation of the NAD/Financial Officer and the NAD staff

accountant, shall prepare a budget by November 1 of each year. The budget will clearly indicate projected revenue and their sources (e.g., membership, grants, NAD financial support) as well as projected expenditures including specific charges to ASLTA for services (as limited by this article) provided by the NAD. For as long as ASLTA is affiliated with the NAD, it is understood that support is provided by the NAD including, but not limited to, the proportion of the salary and fringe of the NAD/ASLTA Liaison designated as assigned to ASLTA, office and filing space, secretarial support to the NAD/ASLTA Liaison in matters regarding the organization. The NAD will not charge ASLTA now or in the future for costs associated with the salary or functions of the NAD/ASLTA Liaison except as specified below. Direct costs of services provided to ASLTA by the NAD including and limited to postage, copying and printing rendered on be half of ASLTA and authorized by the ASLTA Executive Board will be charged to the ASLTA budget. No other charges, direct or indirect, may be made against the ASLTA budget without consent of the Executive Board of ASLTA.

#### Section 6: Removal of Officers Committee Chairs

Any Officer or committee chair may be removed from office with a 2/3 vote of the Executive Board.

### Article VI — Officers

#### A. Election of Officers

##### Section 1: Officers to be Elected

The officers to be elected, and who shall serve until their successors are duly elected, shall be President; Vice President; and Secretary/ Treasurer. All of these shall be members of the Executive Board. All officers and members of the Executive Board must hold permanent certification from ASLTA and be members in good standing.

## Section 2: Election Procedures

There shall be alternating elections every two (2) years of 2/3 and 1/3 of the elected officers respectively. Groups of officers to be elected in alternate elections are as follows:

1. the President and Secretary/Treasurer; and
2. the Vice President.

Elections will take place by mail ballots to be sent out within sixty (60) days prior to the start of the regular biennial meeting. All voting members in good standing shall be provided with one (1) ballot. Return of the ballots will be accepted up to thirty (30) days prior to the start of the regular biennial meeting. Results of the election will be announced at the regular biennial meeting and in The NAD Broadcaster no later than the second monthly issue of that publication following the conclusion of the aforementioned meeting.

## Section 3: Nominations

Nominations for officers shall be made by a Nomination composed of three (3) Certified members in good standing selected by the President with the approval of the Executive Board. Recommendations for nomination of officers may be submitted to the Nominations Committee by any voting member of the organization, provided the nomination is accompanied by 1) the signature of the nominee, and 2) biographical data detailing the nominee's qualifications for the office. A call for recommendations for nominations from the membership, stating and describing the offices open for election, shall be printed in the October issue of the official newsletter. Nominations from the membership must be postmarked to the Nominations Committee by November 15 of the year previous to the election year. The Nominations Committee shall provide all voting members with a ballot, accompanied by biographical data on each nominee, within 90 days prior to the regular meeting.

## Section 4: Expiration of Terms of Office

Officers of this organization shall continue in office until the conclusion of the Business meeting held during the biennial meeting of the membership.

## Section 5: Limit on Consecutive Terms in Office

An officer may serve no more than two (2) consecutive terms in the same office.

### B. Duties of Officers

#### Section 1: Duties of President

The President shall preside at all meetings of the organization and/or the Executive Board. He/She shall have general overview of the affairs of the organization.

#### Section 2: Duties of Vice President

The Vice President shall serve in the absence of the President. He/She shall succeed to the office of President should that office become vacant prior to the expiration of the term of office of the President. The Vice President shall also be responsible for various tasks assigned at the direction of the President.

#### Section 3: Duties of the Secretary/Treasurer

The Secretary/Treasurer shall keep minutes of the organization and of the Executive Board, and shall handle all ASLTA correspondence and inquiries. The Secretary/Treasurer shall also monitor the financial affairs of the organization. He/She shall present a financial report in writing at each biennial convention. Said report shall be published through The NAD Broadcaster no later than the second monthly issue of the publication following the biennial convention. The Secretary/Treasurer shall have primary responsibility for drafting the proposed annual budget for consideration by the President and Executive Board, and for managing the treasury of sign.

## Section 4: Duties of Evaluation, Revision and Appeal Chair

The Evaluation, Revision and Appeal Chair will manage the Evaluation, Revision and Appeal Committee as described in Article VIII, and serve as liaison between the Committee and the Executive Board.

## Article VII — Committees

### Section 1: Types of Committees

There shall be two kinds of committees: 1) Standing; and 2) Ad-hoc. The chairpersons and members of all committees shall be appointed by the President, with approval of a majority of the Executive Board; however, the President may authorize committee chairpersons to select the other members of their respective committees. The President may replace any committee chair for failure to submit timely reports.

### Section 2: Standing Committees

The standing committees shall include, but not be limited to, the following:

1. Evaluation, Review and Appeal
2. Bylaws
3. Nominations
4. Grievance
5. Membership and Benefits

## Article VIII — Evaluation, Review and Appeal Committee

### Section 1: Purpose

This organization shall maintain an Evaluation, Review and Appeal Committee for the following purposes of evaluating and certifying members for teaching ASL, and hearing and reviewing suggestions, complaints and appeals in all matters concerning the evaluation system of ASLTA.

## Section 2: Composition and Meeting Times

The committee shall consist of ten (10) members holding Professional Level certification, and will meet at times to be determined by the Executive Board.

## Section 3: Appointment of Chair and Members

The Chair shall be appointed by the President. The other 9 members shall be appointed by the chair, subject to the approval of the Executive Board. Candidates for membership may be nominated by members of the Evaluation, Review and Appeal Committee, the Executive Board, or the membership of ASLTA.

## Section 4. Length of Terms

The members of the Evaluation, Review and Appeal Committee shall be elected/appointed for 6 years each, ensuring staggered terms of office.

## Section 5: Duties of the Committee

1. Make recommendations to the Executive Board for revisions to the evaluation procedures and materials.
2. Coordinate collection of data to support revisions of the evaluation procedures and materials.
3. Hear and review suggestions, complaints and appeals from ASLTA membership and candidates for evaluation pertaining to all aspects of the Evaluation System.
4. Develop and maintain procedures for conducting all aspects of this committee's work including procedures for appeals.

## Article IX — Bylaws Committee

### Section 1: Purpose of Committee

The purpose of the Bylaws Committee shall be to receive and recommend amendments to the bylaws of the organization.

## Section 2: Sources of Proposed Amendments

Suggestions for amendments to the bylaws may come from within the Bylaws Committee, from the membership of ASLTA, or from the Executive Board.

## Section 3: Committee Action

The Bylaws Committee will prepare the amendment for vote by the ASLTA membership. If the date of receipt of the amendment is 6 months or less prior to the beginning of the next biennial meeting of ASLTA, voting procedure "a." in Article IX, Section 4, will be followed. If more than 6 months remain before the next meeting, voting procedure "b." in Article IX, Section 4, will be followed. The members of the ASLTA Executive Board will have an opportunity to comment publicly on each proposed amendment before a vote is taken.

## Section 4: Voting Procedures

Regardless of which of the following voting procedures is used, at least a 2/3 affirmative vote of the membership, with at least 25 valid votes cast, is necessary to effect each recommended amendment. A series of changes may be grouped together for a single vote. Members not attending the convention may designate proxies to vote for them during convention balloting.

1. Recommended amendments may be written and distributed to the membership at least 30 days prior to the biennial convention. Voting will then take place at the convention.
2. Recommended amendments may be written and sent to the membership along with paper ballots at any time between conventions. The membership shall have a maximum of thirty (30) days to return the ballots.

## Article X — Official Publication

### Section 1: Official Publication

The President, with the approval of a majority of the Executive Board, shall designate a publication as the Official Publication of the organization. This publication will remain the Official Publication until such time as another is designated by the same procedure. Furthermore, the President, with the approval of a majority of the Executive Board, shall have the authority to appoint an Editor of the Official Publication.

## Article XI — Chapter Affiliation

### Section 1: Official Recognition of Local Chapters

The President, with the approval of the Executive Board, shall have the authority to officially recognize local ASL teaching organizations as local chapters of ASLTA.

### Section 2: Termination of Official Recognition of Local Chapters

The President, with the approval of the Executive Board, shall have the authority to terminate the recognition of any local ASLTA chapter which fails to abide by the philosophy, bylaws and policies of ASLTA, and/or maintain itself as an active organization.

## Article XII Dissolution of Organization

### Section 1: Disposition of Assets

Upon the dissolution of this organization, its assets remaining after payment of, or provisions for payment of, all debts and liabilities of this organization shall be donated to the National Association of the Deaf.



## Conference of Interpreter Trainers

Congratulations ASLTA and Good Luck  
on another great convention!  
We look forward to working hand-in-hand  
to teach future interpreters.

We invite you to come to Portland, Oregon for the CIT Convention  
October 18-21, 2000

For info contact:

Julie Simon, Conference Site Chair, [simonjh@wou.edu](mailto:simonjh@wou.edu) 503-838-8731 v/tty

Julie Moore, Registration Chair, [jsmoore@pcc.edu](mailto:jsmoore@pcc.edu) 503-977-4672 v/tty

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Tuesday, July 4

8:30 – 10:15 a.m.

"Is that Sign English or ASL?"

*Stratford Hall*

Cindy Campbell

★

"Advocating for the ASL in the 21st Century"

*York Hall*

Keith M. Cagle

**BREAK**

10:30 – 11:45 a.m.

"Cultural Awareness Inventory"

*Stratford Hall*

Barbara Kannapell

★

"ASL Teaching: Role, Resources & Responsibility"

*York Hall*

Alice Sykora

**LUNCH**

1:15 – 3:00 p.m.

"ASL Video Dictionary and Inflection Guide"

*Stratford Hall*

Geoffrey S. Poor

★

"SCSDB Sign Language Training & Evaluation Program"

*York Hall*

Francine 'Cinnie' MacDougall

**BREAK**

3:15 – 5:00 p.m.

"How to Establish & Operate a Chapter of ASLTA"

*Stratford Hall*

Laura J. Thomas

Wednesday, July 5

8:30-10:15 a.m.

"How to Create a Good and Fair Evaluation"

(Part 1)

*Stratford Hall*

Cindy Campbell and Leslie C. Greer

★

"Key Elements in Storytelling"

*York Hall*

Ella Mae Lentz and Ken Mikos

**BREAK**

10:30 – 11:45 a.m.

"Classifiers and Conversations: Classroom strategies"

*Stratford Hall*

Colleen Cummins and Christine Multra Kraft

★

"Teaching from Deaf Lives"

*York Hall*

Susan Mozzer-Mather and Cathryn Carroll

**LUNCH**

1:15 – 3:00 p.m.

"The Case Establishing ASL Syntax"

*Stratford Hall*

Valerie Sturm and Jennifer Parsons

★

"Sojourns Through Deaf World"

*York Hall*

Barbara Ray Holcomb

**BREAK**

3:15 – 5:00 p.m.

"DO DO with P.O. Abbreviations..Follow or Not?"

*Stratford Hall*

JaNahne McCready-Johnson

Thursday, July 6

8:30 – 10:15 a.m.

"Standards for Foreign Language Learning  
into ASL Instruction"

*Stratford Hall*  
Pamela Howard

★

"How the heck do I explain Deaf Culture?"

*York Hall*  
Thomas K Holcomb

**BREAK**

10:30 – 11:45 a.m.

"Understanding Numerical Information in ASL"

*Stratford Hall*  
Francine 'Cinnie' MacDougall

★

"Drills in the Classroom"

*York Hall*  
Sam Holcomb

**LUNCH**

1:15 – 3:00 p.m.

"Validity of NAD films as a Window to Historical ASL"

*Stratford Hall*  
Ted Supalla

★

"How to Create a Good and Fair Evaluation"

Part 2  
*York Hall*  
Cindy Campbell and Leslie C. Greer

**BREAK**

3:15 – 5:00 p.m.

"Evaluation & Certification Procedures"

*Stratford Hall*  
Evaluation Committee

Friday, July 7

8:30 – 10:15 a.m.

"Reading the Unwritten Involving: Beginning  
Students of ASL in it's Literature"

*Stratford Hall*  
Sharon Allen

★

"No Wrong ASL: Fact or Myth?"

*York Hall*  
MJ Bienvenu

**BREAK**

10:15 – 11:45 a.m.

Special Interest Groups

*Stratford/York Halls*  
ASLTA Board

**LUNCH**

1:30- 4:30 p.m.

ASLTA General Meeting  
*Stratford/York Halls*

5:00 – 7:00

ASLTA Awards Reception  
*Marriott Ballroom IV*

•NOTE•

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is scheduled for  
Hampton Roads Ballroom III  
at the Marriott on  
Tuesday, Wednesday and Thursday  
from 1:00 - 3:00 p.m.



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## In memory of

Isabelle "Izzy" Calvacca

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William C. Stokoe

Hazel Virginia Waldron

## Tuesday, July 4th



### *Is that Sign English or ASL?*

Cindy Campbell, ASL Instructor

NTID, Department of ASL & Interpreting Education, Rochester, NY

Teaching American Sign Language to new hearing students is a challenging task for all teachers. Acquiring a language will use its own specific modality. For example, using spoken language, English, includes a modality: hearing and speaking. To teach ASL in an appropriate approach should start with a specific modality, using visual and signing. Often, this does not happen in teaching ASL. Why? Many teachers are not able to distinguish between the modalities of using two different languages, English and ASL. The purpose of this workshop for ASL teachers is to make a distinction between the semiotic concepts of two different kinds of modalities. Discussion will be follow.



### *Are We in the Dark Ages Again? Advocating for the ASL in the 21st Century*

Keith M. Cagle, ASL Professor

ASL Studies Program, Gardner-Webb University, Boiling Springs, NC

This informative presentation will introduce evidences of oppression upon our native language of ASL by governments, educational institutions and organizations EVEN in the latter years of the 20th century, including the situation with officials of North Carolina state government. Several kinds of oppression experienced by our Deaf community will be discussed. We will brainstorm about strategies on how to fight back against the oppression of our native language in the 21st century. Participation is encouraged.



### *Cultural Awareness Inventory*

Barbara Kannappell, Ph.D., Sociolinguist and Consultant, Washington, D.C.

The presenter will demonstrate how to use materials relating to a cultural awareness inventory for ASL teachers to use in classroom. The goal of this project is to sensitize American Sign Language students to American Deaf Culture and to test their knowledge of the culture of Deaf people. The presenter is working with Sign Media Inc to develop an instructor administrated and scored assessment of students awareness of selected Deaf culture expectations, norms, customs and/or practices. The materials will consist of videotape, an accompanying Student Workbook and a Teacher's Guide.



### *The Three R's of ASL Teaching: Role, Resources and Responsibility*

Alice Sykora, doctoral candidate

in the Special Education Administration Program, Gallaudet University

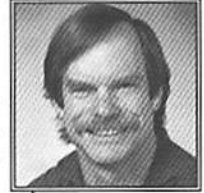
This session will generate a discussion on the increasingly visible and expanding professional and societal roles of ASL teachers in their communities. Teachers often find themselves stretched externally into various roles beyond their teaching jobs. They find themselves functioning as resource persons in their communities by inquiries, providing consultation and doing information networking. Finally, teachers find themselves in a unique and challenging position of social responsibility. What can we do as a profession to recognize, prepare and solidify our position in the classroom and society at large will be the central topic in this session.

*ASL Video Dictionary and Inflection Guide*

Geoffrey S. Poor, Assistant Professor

NTID, Department of ASL & Interpreting Education, Rochester NY

At NTID, a project is under way to produce a video Dictionary and Inflection Guide. It will serve two functions: it will be a video database of 2000-2500 commonly used ASL signs, and it will have links to sentences that show how these signs are inflected in everyday use. To make sure the dictionary accurately reflects the signs used in the Deaf community, the developers need as much input as possible from the members of that community nationwide. This is your opportunity to contribute your knowledge and skill to an important project. Tell us your signs!



*SCSDB Sign Language Training & Evaluation Program: Variables and Challenges*

Francine "Cinnie" MacDougall, Coordinator of SCPI Evaluation, Assessment & Training  
at South Carolina School for the Deaf & the Blind

The uniqueness and diversity of employees at the South Carolina School for the Deaf and the Blind (SCSDB) poses a challenge for the Department of Sign Language Communication which oversees the Sign Language Training & Evaluation process for approximately 400 staff members. Among the challenges are develop meaningful and individualized strategies to motivate employees to learn sign language. Highlights of the presentation will be: statistics of employees succeeding in meeting their sign language standards for their positions, the influence of employee variables; and a historical overview of the sign language training and evaluation program and its implications with a most diverse group of employees.



*How to Establish and Operate a Chapter of ASLTA*

Laura J. Thomas, Chapter Affiliation Chair

This presentation will provide general information about how to establish a local or state ASLTA chapter. Chapter representatives will be invited to share their experiences. Come and learn.



## Wednesday, July 5th

### *How to Create a Good & Fair Evaluation - Part 1 & 2*

Cindy Campbell, ASL instructor & Leslie C. Greer, ASL instructor  
NTID, Department of ASL & Interpreting Education, Rochester, NY



The workshop, which has two parts, is designed specifically for advanced/experienced ASL teachers only. (The second part of this workshop will be on July 6). How do we, ASL teachers, evaluate students signing skills? What kind of materials do we use to measure students signing skills? What are the criteria in doing an evaluation? Those questions are constantly asked by ASL teachers. Although there is no structured information that can assist them to prepare a well-rounded evaluation. The presenters will provide ASL teachers with the pros and cons of each type of evaluation.

### *Key Elements in Storytelling*

Ella Mae Lentz, Chair of the ASL Dept. at Vista Community College  
Ken Mikos, Professor & Coordinator of the ASL Program  
in the Department of Modern & Literatures at CSU, Hayward, Ca.



In developing the Storytelling Unit in the new Level 3 book of the Signing Naturally curriculum series, we have identified four key elements that provide a basic structure for analyzing and adapting stories into ASL. They are: character placement, character development, movement of characters and objects, and story continuity. In this teaching demonstration, we will present a lecture and demonstration of the key elements in "The Frog Prince" as told in ASL. Come and join the fun!

### *Classifiers and Conversations: Classroom strategies*

Colleen Cummins, Professor in the Interpreting Training Program  
at Southeast Technical College, Sioux Falls, SD  
Christine Multra Kraft, Professor at the Deaf Education Program  
at Augustana College, Sioux Falls, SD



Students take ASL classes for different reasons. These students range from Deaf Education students to Interpreting students to college students taking ASL for second language credit, so how do we teach them all? Our strategies have made classroom activities fun and meaningful. This workshop will focus on incorporating these activities into your instruction. The goal is to enhance your student's use of classifiers and to enrich their ability to communicate using ASL. Techniques that have actually been put to use in both our program with successful results will be shared. Carpe Diem and try our tips!

### *Teaching from Deaf Lives*

Susan Mozzer-Mather, PhD, Professor at Gallaudet University  
Cathryn Carroll, Managing Editor - Laurent Clerc National Deaf Ed. Center



In the 1990's, narratives as a basis for teaching and learning attained a new respect (Connelly & Claudinin, 1990; Peskin, 1993, Ornstein, 1995). *Using Movers & Shakers: Deaf People who Changed the World* and its accompanying bilingual work book, ASL teachers can also teach narratives about outstanding deaf individuals to provide motivation and understanding for their students. Hearing student learn to appreciate deaf values and why it is important for deaf people to share their stories. Deaf students learn more about themselves and find the stories a source of inspiration. This workshop will include specific activities for use in the classroom.

*The Case Establishing ASL Syntax*

Valerie Sturm & Jennifer Parsons, Founders & Owners of Dexterity  
Spanish Fork, Utah

Materials for teaching ASL often include terminology that is not understood by the teacher or the student. This session will include information about a simple and effective method for teaching ASL syntax that utilizes the answers to a series of WH-questions. By practicing answering the questions in a specific order, the student acquires a fundamental understanding of ASL sentence structure and improve his/her ability to produce ASL as the target language. The presenters have successfully used this method for several years.

*Sojourns Through Deaf World*

Barbara Ray Holcomb, Associate Professor  
NTID, Department of ASL & Interpreting Education, Rochester, NY



This presentation will include discussion on how to conduct two different stimulation games for ASL classes and/or Deaf Awareness. The purpose of two activities: (1) to demonstrate deafness as a cultural entity and reduce attitudinal and communicative barriers between deaf and hearing people and (2) to assist hearing people to develop sensitivity and awareness of communication barriers experienced daily by deaf people. Materials will be shared.

*DO DO WITH POST OFFICE ABBREVIATIONS...FOLLOW OR NOT?*

JaNahne McCready-Johnson, Instructor of Interpreter/Transliterator Program at St. Paul Technical College, St Paul, Minnesota



This workshop will present the appropriate uses of state abbreviations for fingerspelling or signing. Handouts with the listing, plus cities/towns containing sign parameters will be distributed. This will allow for more standardized ASL usage to describe states and cities/towns, as well as resource text for ASL students.



Thursday, July 6th

*Incorporating the Standards for Foreign Language Learning into ASL Instruction*

Pamela Howard, Coordinator of the ASL Program at Arizona State University



The Standards for Foreign Language Learning are content standards for foreign language education in grades K-12, i.e. what students should know and be able to do when learning a second/foreign language. It consists of the five C's of foreign language education: communication, cultures, connections, comparisons, and communities. This workshop will introduce ASL instructors to the Standards for Foreign Language Learning and show how they apply to ASL instruction at any level, K-12, college/university, or community-based. Participants will see examples of sample process indicators for the five C's and have an opportunity to work in groups and develop their own.

*How the heck do I explain Deaf Culture?*

Thomas K. Holcomb, PhD, Associate Professor of Deaf Education/Studies  
at Ohlone College, Fremont, Ca.



Deaf Culture is more than being blunt. It goes beyond flashing lights to get attention. It is not just the residential school experience. Deaf Culture is who we are. Deaf Culture allows us to live effectively. It is the reason why the Deaf Community exists. While many teachers know deaf culture is real, they often struggle with presenting the concept in an academic manner. In this presentation, tips will be given on how to teach deaf culture effectively. This includes 1) rationale for deaf culture as a critical component of deaf people's lives; 2) the enculturation processes; and 3) identification of the cultural marks.

*Understanding Numerical Information in ASL*

Francine "Cinnie" MacDougall, Coordinator of SCPI Evaluation, Assessment &  
Training at South Carolina School for the Deaf & the Blind



Whether you are math teacher or ASL teacher, you are a language model first. If I make sure my signs are consistent with those of the language users of the community, students may be less likely to encounter frustrations when applying to what they have learned. Certain situations affect the use of language structures and semantically correct signs. Strategies for using the book and video, "Number Signs for Everyone" to teach second language learners in ASL classes are highlighted. By discussing language functions related to incorporating number signs and concepts to two different audiences (ASL learners and Deaf students). We enhance our understanding of why, how and when we can best present the information in our lessons.

*Drills in the ASL Classroom*

Sam Holcomb, ASL instructor

NTID, Department of ASL & Interpreting Education, Rochester, NY



The presentation will teach different ways to use the drills to enrich your ASL class and enhance the ASL student's learning. Techniques and strategies for the classroom will be introduced. The discussion will include teacher's role, responsibility and classroom management. Participants are encouraged to bring their ideas/activities and will have an opportunity to ask questions.



### *Validity of NAD films as a Window to Historical ASL*

Ted Supalla, PhD, Director of ASL Program  
at University of Rochester, Rochester, NY

From 1910 to 1920, the National Association of the Deaf (NAD) commissioned the production of films to preserve the ASL at that time. A small number of master signers were selected by the NAD to give lectures or perform in ASL. Does the signing on these films provide a valid sample on which to base research on ASL grammar and history? The presenter will demonstrate how our historical materials to be reasonable representation of the ASL at that time and describe research finding in comparing historical and modern ASL.



### *How to Create a Good & Fair Evaluation Part 2*

Cindy Campbell, ASL instructor & Leslie C. Greer, ASL instructor  
NTID, Department of ASL & Interpreting Education, Rochester, NY

The workshop, which has two parts, is designed specifically for advanced/experienced ASL teachers only. (The second part of this workshop will be on July 6). How do we, ASL teachers, evaluate students signing skills? What kind of materials do we use to measure students signing skills? What are the criteria in doing an evaluation? Those questions are constantly asked by ASL teachers. Although there is no structured information that can assist them to prepare a well-rounded evaluation. The presenters will provide ASL teachers with the pros and cons of each type of evaluation.



### *Evaluation & Certification* ASLTA Evaluation Committee

This presentation will provide (1) an overview of ASLTA Evaluation & Certification System (2) review content skills and competencies required at each level of certification, and (3) explain how teachers of ASL may apply to be evaluated.

Friday, July 7th

*Reading the Unwritten Involving: Beginning Students of ASL in it's Literature*

Sharon Allen, Academic Coordinator for the ASL Program  
at University of California



In teaching ASL to students, we often overlook one of the most exciting aspects of learning the language: its literature. This workshop presents ideas for classroom activities, which add ASL literature to the regular classroom curriculum at the ASL 1-3 levels. The activities presented in this workshop are designed to make authentic ASL literary texts come alive by providing scaffold instruction and a collaborative, social learning environment. Literary genres including poetry, folklore, handshape stories, and others.

*No Wrong ASL: Fact or Myth?*

MJ Bienvenu, Faculty member/Coordinator of ASL Program  
at Gallaudet University



This workshop focuses on the common statement by many people that there is no "wrong ASL" and that anything goes. Word order in ASL is flexible, sign phonology is flexible and so is ASL morphology. The goal of this workshop is to find out why we should refute these common statements among ASL teachers and some ASL linguistics teachers. The workshop will cover examples from informal research among signers, as well from the audience, about why we should not agree with common myth - or maybe even, prove it is true. This workshop is open to any interested participants.

*Special Interest Groups*

ASLTA Board

Special Interest Groups (SIGs) consist of participants discussing advantages and disadvantages incorporating ASL curriculum and ASL instruction setting. The SIGs will be divided into 3 different groups: community-based, K-12 and college/ universities

1:30 p.m. - 4:30 p.m.

ASLTA General Meeting

5:00 p.m. - 7:00 p.m.

ASLTA Awards Reception (ASLTA members only)  
at the Marriott Ballroom IV

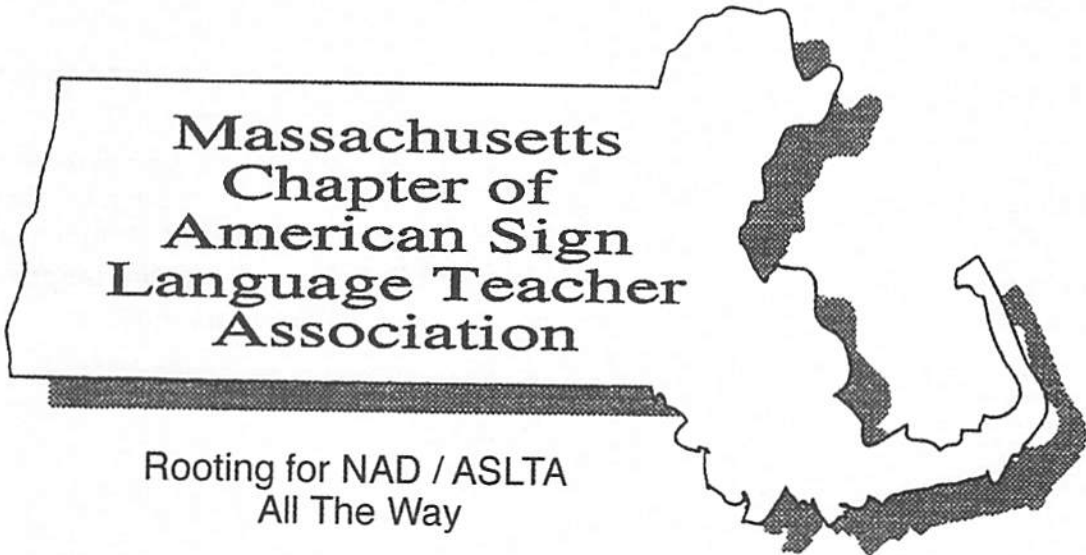


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best wishes for its conference on July 4th–8th

A large outline map of the state of Massachusetts, with a shaded area representing the state's interior. A rectangular box is superimposed on the western part of the map, containing the text for the Massachusetts Chapter of ASLTA.

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"As long as there are deaf people on earth, we will have our beautiful sign language."  
(Veditz, 1913)

"And as long as there is American Sign Language, we MUST have our ASLTA to preserve it."  
(Greer, 2000)



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