

The
AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION
2015 CONFERENCE

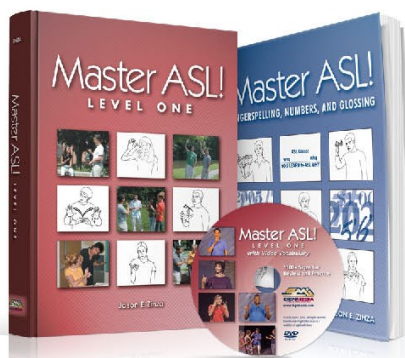


HILTON MINNEAPOLIS | ST. PAUL-AIRPORT | MALL OF AMERICA
JUNE 24-27, 2015
8TH BIENNIAL NATIONAL PROFESSIONAL
DEVELOPMENT CONFERENCE

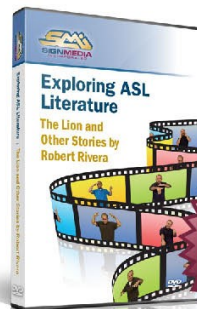
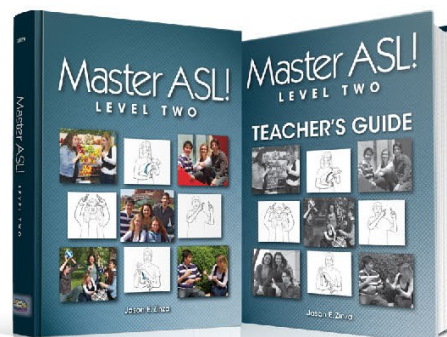
Congratulations ASLTA!

Sign Media, Inc. is a dedicated partner working with ASLTA and ASL teachers. How does SMI do this?

1. Supporting the conference as the top-level sponsor in 2009, 2011, 2013 and 2015.
2. Sponsoring pre-conference trainings and conference workshops to bring you the latest in ideas, curricular materials, and fresh ways of doing things.
3. Supporting the use of the national ASL standards in classrooms across the U.S. and Canada.
4. Continuing to develop high quality ASL and Deaf Culture materials for both ASL teachers and students starting with the “Green Books” videos in 1979.



***Why do we do this?
Because we're just as
committed as you are
to the teaching
and learning of ASL.***



***Coming
Soon!***



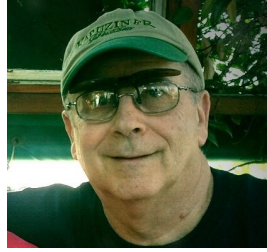
***Working with you to educate ASL students in college, university,
and high school classrooms across the U.S. and Canada.***

A Proud Ally of the Deaf Community since 1979.

ASLTA NATIONAL BOARD



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Term 2015-2017



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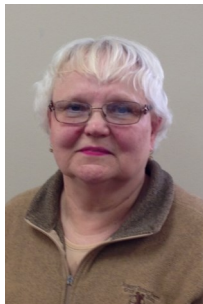


Sharon Lott,
Professional Development
Chair | Term 2013-2015

ASLTA 2015 CONFERENCE PLANNING COMMITTEE



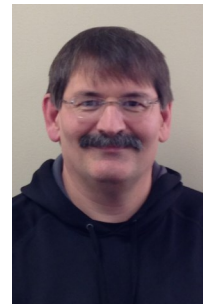
Kristin Scheibe
Chair



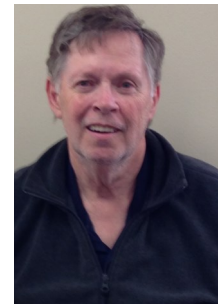
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(not pictured)

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Mary Sheie

Beth Seibert

Diane Holte

Raina Johnson



AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION

2013 – 2015

BOARD

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Chapter

Affiliation/Bylaws Chair

Vacant

Professional Development Chair

Sharon J. Lott

Ex-officio

Timothy "Timo"
Owens

PROGRAM

2015 Conference Chair

Kristin Scheibe

ASLHS National Coordinator

Jason Zinza

Evaluation Chair

Keith M. Cagle

Evaluation Assistant

Tony D. Ellis

Hello everyone!

Welcome to the American Sign Language Teachers Association's Recognition of ASL: 50 Years in the Making Conference in Minneapolis, Minnesota hosted by the Minnesota Loon Chapter! First of all, I would like to thank the chair and the entire committee for their contributions and leadership to make this conference possible for everyone! I would like to also thank you conference attendees for coming and make this conference possible! It is an exciting time for ASLTA as we continue to grow and adapt to carry forward the dream of our members and communities. Your entire ASLTA board appreciates your continued support!

Our organization is confronting a time of many changes and we are meeting these changes during a time of a larger nation-wide and global change. This is an important place where we all, professionals, meet and bring inspired people together in forums like this, to ensure that the field of ASL profession remains at the cutting edge. As our organization is transforming in a way that continues to be a challenge, we recognize the value of members support. I ask that members remain engaged, proactive, and help us shape the future of ASLTA organization.

Your board would like to remind us the entire mission of ASLTA. NAD Past President George Veditz gave an inspired speech in 1913 that still holds very true in today's world. American Sign Language Teacher Association's (ASLTA) mission is to perpetuate, preserve and protect ASL. It's time to begin the dialogue of how ASL has evolved over the years and how crucial for teachers with proper credentials are nowadays in teaching ASL and what teaching ASL to our deaf children should look like? Historical events have taken place over the years regarding ASL. It is time that we discuss how ASL was taught through the Depression, WWII, 1950's, Stokoe's book, the sign systems, etc. ASL, as it is today relies totally on members like you who are committed to the profession of American Sign Language and Deaf Studies instruction.

As we all already know, with the rapid emerging changes in technology, presenters will show us how ASLTA can be conducive in encouraging collaborations with regard to advocacy for our language rights and access to language and communication. I believe this should be strongly tied with the Child First Campaign for the education of our deaf children along with other organizations where there will also be an opportunity for discourse and ideas on how the year 2020 can be a vision that reflects a strengthened partnership between NAD and ASLTA and how the movement of Deaf Education should bring us hopeful future opportunities among our community and the future of our deaf children.

Before I close, let us have discussion with an open mind about the possibilities. The ASLTA Board is taking a more proactive approach with current issues in the ASL teaching field. We have redefined our mission statement and elevated L1 Primary language teaching into one of our three direct focuses through our program structure, as the other two are L2 Secondary language teaching and Deaf studies. Our organization's actions will reflect the broadened scope. ASLTA Board are advocating that a centralized organization that can deliver effective professional, practical and programming support. I look forward during the conference to also sharing several ideas and projects discussed lately among Deaf Education professionals and the ASLTA Board. Finally, I look forward to meeting each of you during the conference and "hearing" your ideas and dreams for ASLTA.

Cheers,

Arlene Gunderson, President: 2015 – 2017



Greeting from Minnesota!

I'd like to personally welcome each of you to the 8th Biennial American Sign Language Teacher Association National Professional Development Conference. It's exciting times reflecting on the achievements of the pioneers of our field, celebrating where we are in research and teaching, dreaming of future possibilities and celebrating 50 years of ASL and Deaf Studies!

We are thrilled to give you a more exciting interactive format for our conference this year. Identity, attitude and the future change maker sessions presented by people who are making discoveries and pushing for positive changes in our field. We have an excellent line-up of presenters in our traditional workshop format, too. Wrapping up daily will feature moderated exchange of views of leading ASL professionals designed to stimulate discussion and how to create positive learning environments. Closing with a keynote speaker about the future and special entertainment.

Again, thank each of you for attending our conference and bringing your expertise to the gathering. You, as leaders, have the vision, the knowledge, the wherewithal and the experience to help us pave our way into the future. Each of you provide assets for today, tomorrow and future, and we could not accomplish what we do with out everyone's support and leadership. Throughout this conference, I ask you to stay engaged, keep us proactive and together we can shape an exciting future for ASLTA.

Respectfully and thanks goes out to all of you.

Kristin Scheibe
2015 ASLTA Conference Chair



Welcome to Minnesota, the land of 10,000 lakes, the Minnesota Twins and the Vikings, the Mall of America, and the Minnesota State Fair where you can get almost anything-on-a-stick including hot dish and deep fried s'mores. Diverse in people, the arts and natural beauty — from the rolling wheat fields in the west to the great north woods, Minnesota has a little something for everyone. It is our great pleasure and privilege to host the 2015 ASLTA National Professional Development Conference in Bloomington, Minnesota. As we gather to reflect and celebrate the past 50 years of ASL teaching, we hope you are inspired to dream and believe in a vibrant future of ASL.

Wave hands high and long for our chapter member, Kristin Scheibe, this year's Chair of the National Professional Development Conference. She has worked tirelessly to coordinate the committee and planning for this conference, providing the highest degree of leadership and confidence to see us through the many details of making this a stellar event.

On behalf of Minnesota Loon ASLTA, we are honored to host this 8th National Professional Development Conference. Cherish and enjoy your time learning from the "best of the best" at this conference and if you can, please take time to absorb the beauty, creativity and energy of the great state of Minnesota.

Sincerely,

Alex Zeibot,
President

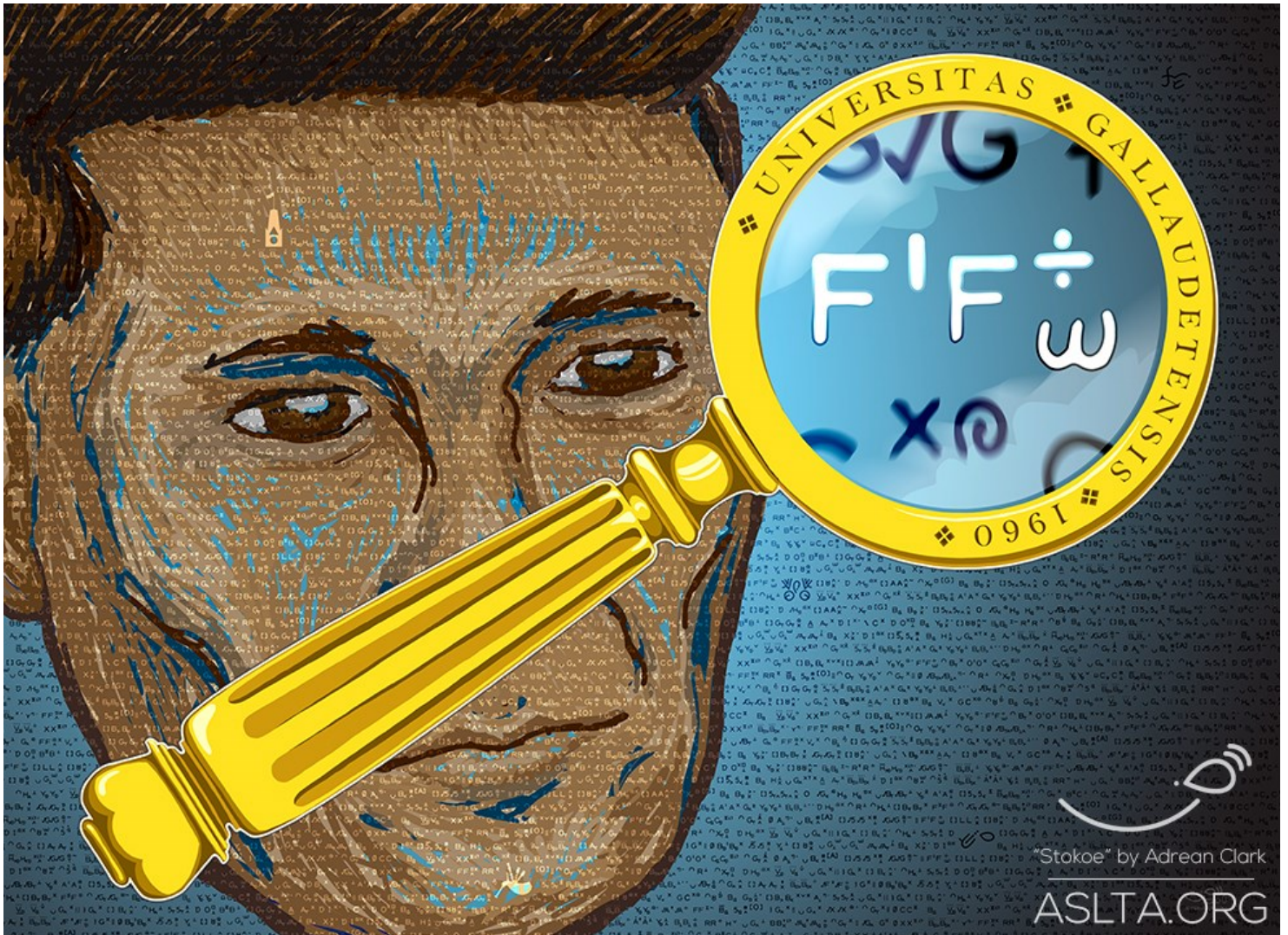
Ishaa Vintinner,
Vice President

Mary Sheie,
Secretary

Pauline Balletine,
Treasurer

RECOGNIZING ASL | FIFTY YEARS IN THE MAKING

50



Adrean Clark is a Deaf artist, author, and ASL advocate. She is a proud graduate of the North Carolina School for the Deaf. Her early experiences in the school print shop had a strong influence on her design work, and she seeks to empower the signing community by presenting strong images that celebrate an ASL identity. Adrean was also co-founder of The Tactile Mind Press and its successor Clerc Scar. Her activism include the White House petition for recognition of ASL, which garnered over 37,000 signatures thanks to community support. For more about Adrean's work, visit AdreanClark.com.

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Special thanks to Bill Skodje, for allowing ASLTA to use the front cover artwork; he may be contacted at skodje@gmx.com



STATE of MINNESOTA

Proclamation

WHEREAS: American Sign Language (ASL) ranks as one of the top third used language in the United States; an estimated 54,000 use American Sign Language as their first language in Minnesota; and

WHEREAS: Dr. William Stokoe conducted groundbreaking research 50 years ago which led to the discovery that signing is language; and

WHEREAS: American Sign Language Teachers Association (ASLTA) is the only organization that serves ASL professionals on both national and local level, and the Minnesota Loon Chapter is hosting the 8th Biennial ASLTA National Professional Development Conference in Bloomington, Minnesota June 24- 27, 2015; and

WHEREAS: This national conference entails keynote speakers and workshops with the goals of improving American Sign Language (ASL) teachers' skills, enhancing the knowledge of American Sign Language and Deaf Culture, and innovative ways of teaching ASL and Deaf Culture; and

WHEREAS: It is important to celebrate the rich history of ASL after 50 years and to continue the visibility of the language and Deaf Culture.

NOW, THEREFORE, I, MARK DAYTON, Governor of Minnesota, do hereby proclaim June 24-27, 2015, as:

ASLTA 8TH BIENNIAL NATIONAL PROFESSIONAL DEVELOPMENT CONFERENCE

in the State of Minnesota.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Minnesota to be affixed at the State Capitol this 18th day of May.

Mark Dayton
GOVERNOR

Steve Pimm

SECRETARY OF STATE



Proclamation

ASLTA 8th Biennial National Professional Development Conference Week *June 24-27, 2015*

WHEREAS, American Sign Language Teachers Association (ASLTA) is the only organization that serves ASL professionals on both the national and local level, and the Minnesota Loon Chapter is hosting the 8th Biennial ASLTA National Professional Development Conference in Bloomington, Minnesota on June 24-27, 2015; and

WHEREAS, this national conference includes keynote speakers and workshops with the goals of improving ASL teachers' skills, enhancing the knowledge of American Sign Language and Deaf Culture, and innovative ways of teaching ASL and Deaf Culture; and

WHEREAS, American Sign Language ranks as the 3rd most-used language in the United States; an estimated 54,000 use ASL as their first language in Minnesota; and

WHEREAS, Dr. William Stokoe did groundbreaking research 50 years ago which led to the discovery that signing is language; and the rich history of ASL deserves to be celebrated after 50 years and it is important to continue the visibility of the language and Deaf Culture.

NOW, THEREFORE, I, Gene Winstead, Mayor of the City of Bloomington, Minnesota, do hereby proclaim June 24-27, 2015, as the

ASLTA 8th Biennial National Professional Development Conference Week
in Bloomington, Minnesota and urge all citizens to recognize the valuable work that ASL teachers provide to the Deaf Community and the Hearing Community.

Dated this 20th day of May 2015.

Gene Winstead, Mayor
City of Bloomington, Minnesota

ASLTA CONFERENCE SCHEDULE

START	END	CEU	WEDNESDAY, JUNE 24, 2015	NOTES
7:30 AM	6:00 PM		Registration	Executive Board Room
1:00 PM	5:00 PM		Exhibits	Riverside
5:30 PM	6:30 PM		Meet the Board	Minnesota Valley Foyer
6:30 PM	11:00 PM	0.1-PS	<i>C. Padden-Opening Ceremony Keynote Speaker</i> <i>Remembering Dr. William Stokoe: Memories from the 1970's</i>	Minnesota Valley Ballroom
START	END	CEU	THURSDAY, JUNE 25, 2015	NOTES
7:00 AM	8:30 AM		Light Breakfast	Minnesota Valley Foyer
7:30 AM	6:00 PM		Registration	Lobby-Second Floor
7:30 AM	6:00 PM		Exhibits	Riverside
8:00 AM	9:10 AM		ASLTA Business Meetings/Announcements ChangeMaker Address	Minnesota Valley Ballroom
9:10 AM	10:10 AM		<i>A. Rowley, F. Williams and L. Gray</i>	Minnesota Valley Ballroom
10:10 AM	10:30 AM		Break-Please See Exhibits	Riverside
10:30 AM	12:00 PM	.25-PS	<i>L. Gray, F. Williams- TRUE BUSINESS, DIVERSITY</i>	Minnesota Valley Ballroom
12:00 PM	1:15 PM		Lunch-Meet the Board	Minnesota Valley Foyer
			Sponsored Sessions	
12:15 PM	1:00 PM		<i>Go React</i>	Minnesota Valley I & II
12:15 PM	1:00 PM		<i>Dogs for Deaf</i>	Minnesota Valley III & IV
			Workshops	
1:15 PM	2:45 PM		<i>K. Kurz-Sign Language Education Program Panel</i>	Minnesota Valley I
1:15 PM	2:45 PM	.15-PS	<i>K. Gournaris & T. Wills-The Right Direction</i>	Minnesota Valley II
1:15 PM	2:45 PM		<i>R. Rosen-Teacher-as-Researcher Paradigm</i>	Minnesota Valley III
1:15 PM	4:30 PM	.30-PS	<i>R. Thibodeau-ASL Flash: Tools and Tips for Metalinguistic</i>	Minnesota Valley IV
1:15 PM	2:45 PM		<i>D. Hoffman-Investigating Phenomenological Translanguaging</i>	White Pelican Bay
1:15 PM	2:45 PM	.15-PS	<i>S. Cooper, J. Cripps-An Examination of the American Sign Language Residential Community</i>	Wood Duck Pond
2:45 PM	3:00 PM		Break-Please See Exhibits	Riverside
3:00 PM	4:30 PM	.15-PS	<i>T. Ivy-Wait... So you are Saying That Multimedia...IPad</i>	Minnesota Valley I
3:00 PM	4:30 PM		<i>K. Hall-Empowerment: A Teaching Tool</i>	Minnesota Valley II
3:00 PM	4:30 PM	.15-PS	<i>P. Moers-Seven Co-Occurring Elements of ASL</i>	Minnesota Valley III
3:00 PM	4:30 PM	.15-PS	<i>B. Jarashow - Xenoglossophobia and ASL</i>	White Pelican Bay
3:00 PM	4:30 PM	.15-PS	<i>J. Martin, V. Chauvet, J. Warren-A Peek Inside VCC's</i>	Wood Duck Pond
4:30PM	4:45PM		Break-Please See Exhibits	Riverside

ASLTA CONFERENCE SCHEDULE

START	END	CEU	THURSDAY, JUNE 25, 2015	NOTES
Forum				
4:45 PM	6:00 PM		<i>How to Approach Audism w/ Hearing Students?</i>	Minnesota Valley Ballroom
6:00 PM	8:00 PM		<i>Dinner on your Own</i>	
Entertainment				
8:00 PM	9:30 PM		<i>N. Zapko-One Woman Show</i>	Minnesota Valley Ballroom
START	END	CEU	FRIDAY, JUNE 26, 2015	NOTES
7:00AM	8:30 AM		Light Breakfast	Minnesota Valley Foyer
7:30 AM	6:00 PM		Registration	Lobby-Second Floor
8:00 AM	6:00 PM		Exhibits	Riverside
8:00 AM	9:10 AM		ASLTA Bylaws Forum and Announcement	Minnesota Valley Ballroom
ChangeMaker Address				
9:10 AM	10:10 AM		<i>A. Hile and J. C. Hill</i>	Minnesota Valley Ballroom
10:10 AM	10:30 AM		Break-Please see Exhibits	Riverside
10:30 AM	12:00 PM		<i>A. Hile-ASL Professionals in K-12 Education</i>	Minnesota Valley I and II
10:30 AM	12:00 PM	.25-PS	<i>J. Hill-Teaching Consciously in the 21st Century</i>	Minnesota Valley III and IV
12:00 PM	1:15 PM		<i>Lunch-Meet the Board</i>	Minnesota Valley Foyer
Sponsored Sessions				
12:15 PM	1:00 PM		<i>ASL Inside</i>	Minnesota Valley I and II
12:15 PM	1:00 PM		<i>TBA</i>	Minnesota Valley III and IV
Workshop				
1:15 PM	2:45 PM	.15-PS	<i>B. Falgier, T. Riker-Is it a Good Idea to use Blunt Corrective Feedback?</i>	Minnesota Valley I
1:15 PM	2:45 PM		<i>A. Rowley-ASLTA Evaluation Systems</i>	Minnesota Valley II
1:15 PM	4:30 PM		<i>J. Beckman, C. Jeter-Lorello-The Best Practice for Bilingual E-Book Authors</i>	Minnesota Valley III
1:15 PM	2:45 PM	.15-PS	<i>P. Moers-Coarticulation in Fingerspelling</i>	Minnesota Valley IV
1:15 PM	2:45 PM	.15-PS	<i>J. Parker-Take Your ASL Program to the Next Level</i>	White Pelican Bay
1:15 PM	2:45 PM		<i>A. Bronk-ASL-English Paired Storytelling</i>	Wood Duck Pond
1:45 PM	2:45 PM		<i>J. Cripps, S. Cooper-Inverted-type Pedagogy</i>	Woodland
2:45 PM	3:00 PM		Break-Please see Exhibits	Riverside
3:00 PM	4:30 PM	.15-PS	<i>M. Rankin-Teaching Depiction: Moving Beyond Classifiers and Celebrating ASL's richness</i>	Minnesota Valley I
3:00 PM	4:30 PM		<i>K. Kruz-Implication of ASL Education</i>	Minnesota Valley II

ASLTA CONFERENCE SCHEDULE

START	END	CEU	FRIDAY, JUNE 26, 2015	NOTES
3:00 PM	4:30 PM		<i>K. Pudeans-Smith-When GPS won't Do: Meaningful ASL Curriculum Mapping</i>	Minnesota Valley IV
3:00 PM	4:30 PM		<i>J. Zinza-ASL Honor Society</i>	White Pelican Bay
3:00 PM	4:30 PM		<i>J. Beldon-Fast Forward: ASL 2026 WH?</i>	Minnesota Valley Ballroom
3:00 PM	4:30 PM		<i>M. Thumann-Depiction at Various Proficiency Levels</i>	Wood Duck Pond
4:30 PM	4:45 PM		Break-Please see Exhibits	Riverside
			Forum	
4:45 PM	6:00 PM		<i>M. Kovacs-Houlihan-What's Up with the Attitude?</i>	Minnesota Valley Ballroom
6:00 PM	8:00 PM		<i>Dinner on Your Own</i>	
8:00 PM	9:30 PM	.15-PS	<i>B. Lewis-History of ASL and Deaf Culture</i>	Minnesota Valley Ballroom
START	END	CEU	SATURDAY, JUNE 27, 2015	NOTES
7:00 AM	8:30 AM		Light Breakfast	Minnesota Valley Foyer
7:30 AM	6:00 PM		Registration	Lobby-Second Floor
8:00AM	4:30 PM		Exhibits	Riverside
8:00 AM	9:10 AM		ASLTA Business Meetings/Announcements	Minnesota Valley Ballroom
			ChangeMaker Address	
9:10 AM	10:10 AM		<i>D. Martin and TBA</i>	Minnesota Valley Ballroom
10:10AM	10:30AM		Break-Please see Exhibits	Riverside
10:30AM	12:00PM		<i>D. Martin-The Future of American Sign Language</i>	Minnesota Valley I and II
10:30 AM	12:00PM		TBA	Minnesota Valley III and IV
12:00PM	1:00PM		Lunch	Minnesota Valley Ballroom
12:00PM	1:00PM		Sponsor Sessions-TBA	Minnesota Valley Ballroom
1:15 PM	2:00PM		<i>M. Draganac-Hawk-Fast Forward: ASL 2026 WH?</i>	Minnesota Valley Ballroom
2:00PM	2:15PM		Break-Please see Exhibits	Riverside
			<i>J. Beldon</i>	Minnesota Valley Ballroom
3:45PM	5:30PM		<i>Free Time-on Your Own</i>	
5:30PM	6:00PM		<i>Cocktail Hour</i>	Minnesota Valley Foyer
			Banquet, Award, Entertainment	
6:00PM	12:00AM	.10-PS	<i>R. Harris-Closing Ceremony Endnote Speaker</i> <i>The Future of ASL: Reflect, Celebrate and Dream</i>	Minnesota Valley Ballroom

ASLTA AWARDS AND PAST AWARD RECIPIENTS

GEORGE W. VEDITZ AWARD

This award honors George W. Veditz (1861-1937), NAD president (1904-1910), remembered for his courageous leadership, advocacy, and efforts to preserve ASL by spearheading a film project. Given to an individual in recognition of his/her significant contributions to the field of ASL teaching.

2015 –

2013 – Patricia G. Beech

2011 – Dr. Lawrence Forestal

2009 – Dr. E. Lynn Jacobowitz

2007 – Timothy “Timo” Owens

2005 – Leslie C. Greer

2002 – Lou Fant (posthumously)

1998 – Marie Jean Philip

1996 – Dr. William Newell

1994 – Ella Mae Lentz, Ken Mikos, and Cheri Smith (first recipients in Knoxville)

ALAN R. BARWIOLEK DISTINGUISHED AWARD

This award honors Alan Roy “ALB” Barwiolek (1952-1996), better known as Al B or ALB, ASL teacher, performer and advocate.

2015 –

2013 – Sharon Lott, Ken Mikos, and Bill Newell

2011 – Dorothy Wilkins

2009 – JaNahne McCready-Johnson and Patricia G. Beech

2007 – Rachel Stone

2005 – Chuck Gramly

2002 – Ken Mikos

2000 – Ruth Sandefur

1998 – Keith M. Cagle, Laura J. Thomas, and Chuck Gramly

1996 – Isabelle Calvacca

STEPHEN M. RYAN TEACHER OF THE YEAR AWARD

This award honors Stephen M. Ryan (1958-1995), ASL comedian, storyteller, and teacher in Gallaudet University’s Center for Communication and ASL. Given to a person, ASLTA-certified, who has made major contributions to the cultural and humorous aspects of ASL instruction.

2015 –

2013 – Patrick Fischer

2011 – David Martin

2009 – Leslie C. Greer

2007 – No Nominees

2005 – Mel Carter

2002 – Sam and Tom Holcomb

2000 – Dr. E. Lynn Jacobowitz

1998 – Dr. Ben Bahan

1996 – Alan Barwiolek

T.J. O’ROUKE MEMORIAL AWARD

This award honors Terrence James O’Rourke (1932-1992), rights activist, ASL teacher, publisher, advocate, and pioneer in setting up ASL programs in schools and having ASL officially recognized as a language. Given to an ASLTA member who has contributed tremendously to the field of ASL teacher education.

2015 –

2013 – Alysse Rasmussen

2011 – Dr. Glenna Ashton

2009 – Ken Mikos

2007 – Dr. Jason E. Zinza

2005 – Ella Mae Lentz

2002 – Mike Kemp

2000 – Dr. Rachel Stone

1998 – Dr. Keith M. Cagle

1996 – Dr. MJ Bienvenu

ISABELLE “IZZY” CALVACCA AWARD

This special award was created by the President of ASLTA in 2005. This award is presented to an individual who has been most helpful to the President in accomplishing the mission and goals of the ASLTA. The President selects the individual with the Board’s approval.

2015 –

2013 – Cathi Bouton

2011 – Barbara Hayes

2009 – Dr. Keith M. Cagle

2007 – Tom Riggs

2005 – Laura J. Thomas

SPONSOR EXCELLENCE RECOGNITION AWARD

This award is given to a for-profit company or non-profit institution in recognition of its dedicated support and continuous service to the ASLTA and affiliated chapters. Selected by the ASLTA Board.

2015 –

2013 – Gallaudet University Department of ASL and Deaf Studies

2011 – Sign Media, Inc.

2009 – Dawn Sign Press

2007 – Sign Media, Inc.

2005 – Conference of Interpreter Trainers (CIT)

2002 – Educational Technology Resource Room and Instructional Design, Evaluation at NTID/RIT

2000 – MSM Productions, Ltd

1998 – National Association of the Deaf

ASLTA AWARDS AND PAST AWARD RECIPIENTS CONTINUED

1996 – Dawn Sign Press

CHAPTER EXCELLENCE RECOGNITION AWARD

This award is presented to an ASLTA Chapter whose leaders and members have done an outstanding job in increasing membership, and participating in fundraising, professional development activities, and promoting the ASLTA. Selected by the ASLTA Board.

2015 –

2013 – Ohio ASLTA

2011 – Pennsylvania ASLTA

2009 – North Carolina ASLTA

2007 – Frederick, MD Chapter ASLTA

2005 – Florida ASLTA

2002 – Washington ASLTA

2000 – Michigan ASLTA

1998 – Veditz ASLTA (North Virginia)

1996 – Greater New York ASLTA

MARIE JEAN PHILIP MEMORIAL AWARD

This award is in honor of Marie Jean Philip (1953-1997) who was a national and international advocate for the Deaf community in many ways. She advocated for ASL as a heritage and modern language for all people. She promoted bilingual and bicultural education for deaf children. She brought Deaf culture to the forefront with her storytelling skills.

This award is for a K-12 teacher teaching ASL as a first or second language and actively involved in expanding language and literary opportunities for the students outside of the classroom such as ASL Honor Society, literary competitions or projects, community volunteer work, and other student involvement activities.

2015 –

2013 – ASL Honor Society – Patricia McCarthy, Howard

Gilliland, Rhonda Leslie, Lisa Godfrey, Jason E. Zinza

RECOGNIZING ASL | FIFTY YEARS IN THE MAKING

AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION MISSION AND GOALS

MISSION: PERPETUATE, PRESERVE, AND PROMOTE AMERICAN SIGN LANGUAGE AND DEAF CULTURE

Our mission is to perpetuate, preserve, and promote American Sign Language (ASL) and Deaf Culture through excellence in teaching. This includes teaching ASL as a heritage or first language, as a second language, and as part of Deaf Studies. The American Sign Language Teachers Association is a national professional organization of American Sign Language and Deaf studies teachers.

GOALS: COMPETENCE, PROFESSIONALISM, AND GROWTH

The Association is committed to: (1) Insuring that teachers of ASL meet the highest level of professional competence in knowledge and skill; (2) Improving the professional status of ASL and Deaf Studies teachers, and (3) Promoting the teaching of ASL in all levels of education. ASLTA supports the growth of the profession of American Sign Language and Deaf Studies teaching through exchange of ideas among teachers on best teaching practices at local, state, and national levels.

KEYNOTES, WORKSHOPS AND TRAININGS

Descriptions are Listed in Order of Presentation

Remembering Dr. William Stokoe: Memories from the 1970's: My story begins like this: "I wrote to Bill Stokoe when I was 18 to ask him if I could have a job in his lab. I didn't know him personally, and he didn't know me either but he wrote back to say that he would be delighted to have me join his lab as a research assistant." Without question, this was probably the most important event of my life, and it began a life-long career in linguistics. I will use what I remember about my time with him as a retrospective of sign language research since 1974 to the present time, a period of just over 40 years. Many discoveries that Bill Stokoe made about ASL have stood the test of time in sign language research; some of his claims have since been reconsidered and some are being revised. I will discuss longstanding and new ideas about sign language research, and use this retrospective to think about where sign language research may go next.

Gatekeeping Between ASL Students and Deaf Community: The role of an ASL teacher is unique and it should be noted that the role includes multiple responsibilities including nurturer, mediator, and gatekeeper. A look at the definition of gatekeeper defines the word as a guardian or a monitor. What exactly is the ASL teacher supposed to be guarding or monitoring will be explored during this discussion. ASL teachers need to be aware of the weight of responsibility in order to protect the Deaf Community. Deaf people have been oppressed and continue to be oppressed by multiple venues daily and a part of that oppression can be in the form of ASL students if the ASL teacher has not done their part in preparing students for the Deaf Community. This presentation focuses ultimately on the oppression that Deaf people experience and how that is compounded within the field of ASL teaching as well. It is our responsibilities as professionals to cherish and celebrate our Deaf community and to make sure oppressive and Audist behaviors are eliminated from our instruction. Many of these behaviors are already ingrained in our upbringing and are passed on unconsciously. It is time to note the responsibility of our field and to be part of the change that empowers our community.

TRUE BUSINESS, DIVERSITY: This workshop will discuss on how to incorporate diversity in curriculum. However, a curriculum is not limited to the textbooks used in the class. Curriculum also includes the institution's mission and goal statements, the department's mission, student demographics, student activities, and others. The presenters will provide strategies on including diversity in teaching, coursework, and socialization.

The Right Direction: Often students show up to college having already taken several years of ASL and want to continue on at an advanced level in college. What do you do when the skill level of these students is so diverse that it makes fitting them into a college level ASL class difficult? Western Oregon University (WOU) established a formal evaluation process for all students coming in to our program, whether straight from high school or from another postsecondary institution. This evaluation process showed that students from certain high school programs in Oregon were more prepared than others. In an attempt to develop more consistent standards among high school programs, we started to research the teaching methodology, curriculum, and language use in high school programs throughout Oregon. Our goal is to compile common strategies used in successful programs and develop a model for other school programs to follow.

Teacher-as-Researcher Paradigm for Sign Language Teachers Toward Higher Learner Outcomes: In the teaching of sign languages as foreign languages teachers teach vocabulary and conversational grammar. For better understanding of learners' learning processes and pedagogical approaches to enhance their learning of FLs, the teachers recourse to research studies in applied linguistics on teaching and learning of FLs. However, the teachers often find that the findings in the past research studies are largely inapplicable for their in-classroom practices. To resolve the problems for teachers in applying past educational research findings to their pedagogies and classroom, this article proposes and explicates Teacher-as-Researcher as a research paradigm for the teachers to use in their pedagogical development for higher learner outcomes. Three research studies conducted by sign language Teachers-as-Researchers are used to explicate action research design.

ASL Flash: Tools and Tips for Metalinguistic and the Future of ASL: This workshop will include activities focused on developing metalinguistic skills: a group of ASL Leaders, Regan from ASL Flash, Elsie from ASLized, and special guests, will model how to discuss openly about sign choices, with consideration for diversity in the use of our language, and how we discern applicable phrases for the choices considered, then the audience will see a live demonstration of the metalinguistic process with a new word/sign taken from the audience, and lastly, a follow-up activity will have the audience working in groups to practice applying tools and critical thinking with one another. The ASL Leaders will personally interact with the groups to help guide the discussions.

Investigating Phenomenological Translanguaging Among Deaf Adult Bilinguals Engaging In Reading Tasks: The purpose of this study was to investigate the ASL/English bilingual strategy of translanguaging by native Deaf skilled bilingual readers. Translanguaging is defined as a communication and pedagogical technique that utilizes the purposeful, concurrent use of two languages and results in a deeper understanding of the content matter as well as the two languages in use. Findings of Deaf adults using the strategy of translanguaging were described in three categories. Category I was use of the two languages and metalinguistic strategies. Category II was use of the two languages and metacognitive skills and Category III was observation skills where participants observed their parents and teachers modeling the act of reading. Implications for future research and practice

KEYNOTE, WORKSHOPS AND TRAININGS CONTINUED...

were provided.

An Examination of the American Sign Language Residential Community and its Relationship with Deaf Studies: This research was designed to assess the impact of the American Sign Language (ASL) Residential Learning Community on its residents. Students residing in the community were exposed to a full-immersion environment learning ASL. This community emulates Martha's Vineyard as a sociolinguistic model, identifying the proliferation of ASL as a harbinger of social change (Cripps & Supalla, 2012). Residents use signed language to interact with each another, and with deaf guests who visit the residence hall for a variety of purposes. The research included written surveys at the beginning and end of the semester, and qualitative interviews with students living in the Community. Findings provide insights regarding (1) the impact of the Community on learning ASL, (2) the relationship between the Deaf Studies academic program and the residential community, and (3) incorporation of ASL as part of the Whole Community approach. The results support adopting this model in other universities.

Wait...So, You are saying that Multimedia such as iPad and Various Apps Can be Tools to Help Enhance Students' Learning ASL... But How?: Many instructors are realizing the value of the iPad in K-12 education as a general-purpose tool for enhancement in learning ASL and to increase collaboration among students. This workshop will bring you into 21st century learning in American Sign Language (ASL). There will be discussion on teaching techniques and advice on how to improve Students' passion in learning signing vocabulary and immerse into the in-depth of ASL grammar structures using different technology's means. The understanding of SAMR model will help enhance your understanding of how technology does have positive impact on students learning in general and in ASL. There also will be panel of secondary and post secondary students whom will share their experiences in using iPad while acquiring ASL.

Empowerment: A Teaching Tool - a Hands On, Activity-Based Workshop: Empowering students is a way to make the classroom experience "student centered" around curriculum, rather than "teacher centered," and is a way to expand opportunities for students' learning and academic growth. This workshop will introduce a variety of samples of how an instructor can create different learning paradigms, where students create projects/do assignments that tap into their individual strengths and preferences to provide evidence of learning. Various ideas will be shared and demonstrated for how these projects/assignments could be used. Videos will be shared that demonstrate what real students have been empowered to create to demonstrate their learning, including, but not limited to: dioramas, skits, comic books, informational booklets, games and artwork. In an effort to help the workshop attendees understand the empowerment experience, they will be directed to participate in discussions and three activities during the workshop.

Seven Co-Occurring Elements of ASL: Language and cognition researchers have look at how different world languages vary in their use of verbs and prepositions to describe motion. They identified a possible connection between how verbs and prepositions are used and the impact on cognitive process. That, turn influences how motion is perceived and interpreted. The researchers have looked at whether ASL is predominately a path or manner based language. This research also looks at path and manner, but identifies five more areas of co-occurring linguistic elements. Fluent ASL asked to narrate the events provided in a series of videos and the results of their narratives were documented. The results show that there are at least seven possible co-occurring elements when movement is described. This information impacts how ASL is perceived, interpreted, and taught.

Xenoglossophobia and ASL: When a student is learning ASL as their second language, sometimes fear becomes a mental barrier that puts their language development on hold. How can we, as educators, recognize and remedy this?

A Peek Inside VCC's Full-Time 10 Month Program: This presentation will provide an overview of the ten-month, full-time ASL & Deaf Studies program at Vancouver Community College (VCC) in Vancouver, British Columbia. We will cover: courses, staffing, student demographics, institutional partnerships, and a university-transfer credit curriculum development project. We will go through course objectives for each course in the full-time program. Four core courses run through all three terms of our program: ASL I, II, III, ASL Lab I, II, III, Deaf Culture and Community I, II, III and Becoming an Ally I, II, III. The fifth additional course offerings unique to each term are: Public Speaking and English Grammar, Deaf Literature and ASL Literature. This team presentation will provide you with insight into the following areas: application procedures, curriculum design, instructional materials, video- based assignments and Lab activities. Current and future challenges to the program will also be discussed.

How to teach Hearing Students about Audism

One Woman Show - A Look in the Mirror: the memoir of a Deaf performer, written and performed in ASL by Nic Zapko, created in collaboration with Zaraawar Mistry. Born Deaf, and raised in a family of Deaf and hearing people, Nic Zapko grew up in an environment of tolerance, acceptance and understanding. But after the death of her mother, when Nic was still a young teenager, her family fell apart and became estranged from each other. Nic herself fell into a cycle of poverty, neglect and isolation. But a chance encounter with a theater company gives her renewed hope and an opportunity to build a new family. Told with humor and compassion, A LOOK IN THE MIRROR is a hard- hitting true story of loss, despair and redemption. Performed in ASL.

ASL Professionals in K-12 Deaf Education Settings - What do We Know about them?: ASL Professionals contain of ASL teachers,

KEYNOTE, WORKSHOPS AND TRAININGS CONTINUED...

ASL Specialists, ASL Program Coordinators and among other positions are being utilized at schools and programs serving Deaf and Hard of Hearing students. Their presence in the schools is an advantage for students to have access to ASL instruction. How much do we know about them? What scopes of roles and responsibilities do they do on daily basis? Results from the surveys that were distributed to the ASL professionals will be shared. The survey results report the demographics, frequency of ASL instruction, preparation, roles and responsibilities, types of students they serve, and the needs assessment. This presentation will include the survey results and the common themes that emerged, and the proposal on how the identified areas can be addressed in order to best utilizing the ASL professionals in school settings.

Teaching Consciously in the 21st Century: Addressing the Cultural and Community Standards of ASL Learning: Over time, the number of opportunities has been increasing for ASL instructors and specialists to improve on their meaningful instructional and assessment strategies in ASL teaching, to provide appropriate language learning strategies for ASL students, and to follow the latest studies on the teaching and linguistics of ASL. These opportunities help the instructors and specialists to maintain their educational practices at the optimal level by meeting the standards for language learning: Communication, Connections, Comparisons, Cultures, and Communities. While the first three standards can be addressed with meaningful communication strategies, connections to various academic subjects and students' knowledge, and comparisons between students' native and target languages, the last two standards, Cultures and Communities, present some challenges for ASL instructors and specialists. According to the vision statement adopted by the American Council on the Teaching of Foreign Languages (ACTFL) in May 2005, language teachers are encouraged to "ensure that the language teaching profession reflects the racial, ethnic and linguistic diversity of U.S. society." A decade later after this statement, we need to ask ourselves one important question: "What steps have we taken to address diversity within our community?" To answer this question, we need to take a critical look at the Cultures and Communities standards by reflecting on our educational practices that may reinforce or hinder the inclusion of diversity. We also need to look inward and reflect on our opinions and attitudes about diversity.

Is it a Good Idea to Use Blunt Corrective Feedback? Effective Corrective Feedback on Sign Language Errors: This workshop will provide an overview of the different types of corrective feedback used such as explicit correction, recasts, repetition, clarification requests, elicitations, and metalinguistic feedback. While each type of corrective feedback has some benefit, participants will learn about the feedback shown by research to be more effective for uptake and repair. Uptake is defined as the students' awareness regarding their errors after corrective feedback is given and repair is when they attempt to make self-corrections.

There is a plethora of research regarding the use of corrective feedback for spoken languages in the classroom, which sign language instructors can build upon for examining how they provide feedback to their students. While there is currently no research regarding the use of corrective feedback for sign languages, participants will have an opportunity to understand the existing research and discuss opportunities for future research related to sign language.

ASLTA Evaluation System: During this forum, the Evaluation System Chair will discuss the current system and proposed evaluation system. Several areas of concerns have been recognized in the past and it is the goal of the Board to have a new system that addresses or eliminates these concerns. Members will have an opportunity to partake in discussions about a new model.

Best Practices for the Bilingual Language E-book: The presenters will share about the comparison of variety software and share the feedback based on our experiences on developing the bilingual language ebooks. We will explain the steps of creating the e-book with translation between English and American Sign Language. We will guide you the steps how to develop bilingual language e-book by using ibook author application.

Co-articulation in Fingerspelling: Linguists who study phonetics have identified ways that phonemes or cheremes interact with each other during the process of articulation. One of the interactions is called coarticulation. This research was conducted to identify whether coarticulation occurs in fingerspelling, focusing on the production of the letter "E." ASL researchers have studied the process of assimilation in fingerspelling. Assimilation and coarticulation are very similar, but are viewed as different by linguists. Coarticulation occurs when two phonemes/cheremes are produced simultaneously, while assimilation occurs when one phoneme/chereme is influenced by its neighboring phonemes/cheremes. The distinction is very slight—this research focuses on the coarticulation of different handshapes, particularly the letter "E."

This study looks at the fingerspelling produced by fluent ASL participants while being videotaped. They were given a list of words to fingerspell with initial, medial, final and double "E" usages, with a total of 88 possible responses using "E." The videos were analyzed to capture the nexus of "E" usage and compared across participants. A variety of "E" productions were noted, but a highly consistent pattern of usage emerged among the participants. The patterns and consistency shows that all the variations in "E" usage are not accidents but a rule. This research identified specific ways that the production of the letter "E" is influenced by the surrounding letters. The video evidence shows that "E" has several different hand formations when used in a flow of fingerspelling and is dependent on its position in a word. The results of the study answers the question of how E is actually articulated and dispels the dichotomy between the open- E and closed-E. This information offers a new perspective on how fingerspelling is viewed and taught.

KEYNOTE, WORKSHOPS AND TRAININGS CONTINUED...

Take Your ASL Program to the Next Level: While the #1 priority for a highly successful ASL program is always quality teaching, in order to take your ASL program to the next level, teachers need to push their program beyond the four walls of their classroom. Join us in a brainstorm session as we share ideas of successful activities that get our students involved outside the classroom and solidify a strong ASL program. Learn about setting up a Deaf Artist in Resident program, creating a drum spirit song, participating in ASL competitions, organizing Silent dinners, ASL movie nights, and Reading Buddy programs with local deaf elementary schools. Acquire new ideas to get your students involved outside the classroom. Bring your ideas and let's share our successes together and inspire each other!

ASL-English Paired Storytelling: New Opportunities for ASL Educators: ASL Tales offers a new approach to bringing ASL storytelling to the classroom. This ASL-English paired children's literature, honoring the discourse strategies of both languages, offers a platform for new approaches for L1 and L2 instruction. Most of us have experienced the challenges of students constrained by sign-for-word (or word-for-sign) thinking. The workshop will go beyond a discussion of the tools incorporated in the product to discuss how ASL Tales can support learners in producing more effective target language messages. The workshop will offer classroom strategies, success stories, and engage participants in a dialogue about storytelling as an important enhancement for any ASL classroom.

Inverted-type Pedagogy for Advanced American Sign Language Courses: The Empirical Study: A research and development team adopted the inverted classroom pedagogy and used it for the ASL V course. Lage, Platt, and Treglia (2000) describe the inverted classroom as "[learning] events that have traditionally taken place inside the classroom [which] now take place outside the classroom and vice versa" (p. 32). This study includes various measures to assess students' performances from two types of classroom pedagogy, one traditional and one inverted. Pre- and post- questionnaires were distributed to the students and two instructors participating in this project. The inverted classroom holds great promise for enhancing students' ASL skills.

Teaching Depiction: Moving Beyond Classifiers and Celebrating ASL's Richness: Classifiers are notoriously challenging, both to learn and to teach. Students learning ASL often struggle to break out of a limited set of classifiers and express information visually and spatially in native-like ways. In this workshop, Mlako will introduce current linguistic research approaches in the field of sign language linguistics, focusing on depiction and constructed action/ dialogue. Participants will learn new ways of thinking about "classifiers" and "role shifting" and engage in activities to practice direct application of the newer approaches, including identifying and producing depiction, constructed action, and constructed dialogue. We will also discuss various strategies for teaching depiction to ASL learners. This workshop aligns with many topics for this year's conference, including: Contemporary ASL linguistic research, Strategies for teaching ASL effectively, Current trends in teaching interpreting, L-1 / L-2 teachers/ specialist, Evaluating ASL students' skills.

Implications of American Sign Language Education: A national survey related to American Sign Language education was conducted recently to all ASL programs across the United States. The survey aimed towards both L1 and L2 teachers to include as much data as possible regarding our current trends of ASL teaching field. More than 80-90 programs responded to the survey. The purpose of this survey will address the national needs of best teaching practices and research for ASL teachers. The survey results will also give a "snapshot" of where our teachers are getting their training from, their views of the curriculum they are using and what are some of the issues that they are facing in their teaching. The results of this survey will provide our ASL educators with some guidance and directions for future professional development opportunities and create a national research agenda for the field of ASL pedagogy.

When GPS won't do: Meaningful ASL Curriculum Mapping: The success of ASL instruction for our ASL students depends on the development of ASL curriculum and the evaluation of curriculum. A curriculum is more than a list of topics, objectives, or the textbook and DVD. It is constructed of all the experiences afforded to ASL students that enable them to reach their course objectives. Curriculum mapping is a planning and communication tool, which can guide us as educators and students to adapt according to our preferences, yet maintaining the course's objectives. Since ASL textbooks and DVDs are quite limited and some widely known materials are being released and revised, this raises critical questions concerning curriculum that we must address as a field: which units/information would be appropriate for each ASL level? With the possible new ideas or information from curriculum revisions, this gives us opportunities for effective curriculum mapping. The implications of such mapping are wide, ranging from design of academic instruction, lectures, and discussion series to development of an entire program of study. Meaningful curriculum mapping is the mandate of educators involved in all aspects, which includes this conference at American Sign Language Teachers Association. Participants will be able to understand a curriculum map for all components of ASL classes, including a blueprint linking competencies and objectives with educational strategies and assessment. The participants will leave the workshop with a suggested map that they will use in their home institution as well as creating their own map that prepares them for their classes in the Fall.

The ASL Honor Society: FOR-FOR?: This presentation is an overview of the ASL Honor Society (known as ASLHS), a program offered to members by ASLTA. Included is a discussion about the purpose of an honor society, and specific attention to why and

KEYNOTE, WORKSHOPS AND TRAININGS CONCLUDED

how the ASL Honor Society can be a benefit to your program on your campus. We will cover topics such as the ASL scholarship (and tips on how to help students prepare their applications), the annual Deaf Art and ASL Literature competitions, and how to successfully apply for teacher grants. For those who already have ASLHS chapters on campus, please share your ideas and suggestions for ways the ASLHS can expand and be a better partner for you in your ASL program. As a special treat, details for the 2015 Deaf Art competition and 2016 ASL Literature competition will be announced. Get a head start on the new year by learning how the ASLHS can serve you and your students!

Depiction at Various Proficiency Levels in ASL: Following an overview of depiction and depiction types, participants will be provided with results from the preliminary analysis of a pilot study on depiction and proficiency in ASL. Depiction refers to “the ability to visually represent semantic components” (Dudis, 2007:1). Research has shown an average of 20 instances of depiction per minute in ASL presentations (Thumann, 2010). The high occurrence of depiction suggests that to achieve a higher level of competence in ASL it is necessary to incorporate varying types of depiction in language use. This presentation provides information about the type and occurrence of depiction by signers with higher levels of proficiency on the ASLPI as well as gaps and problems with producing depiction by those assessed at lower levels of proficiency. Participants can apply this information to develop strategies to assist in remediation of problem areas in the language use of second language learners of ASL.

What’s Up With the Attitude?: The ASLTA conference planning committee asked us to reflect, “What direction do we want to go in for the future for ASL?” Before we jump the gun, we need to think about attitude. Attitude is like a gun powder, certain chemicals fueled by heat and gas, resulting in the explosive bang. Our attitudes, as the fuel, generate how we want to direct the future for ASL. And, the heat and gas are the varying points of view on Deaf Heart, role of gatekeepers, audist behaviors, and ASL program identity. My basic principle for this forum is to encourage inclusive participation and to think productively. The outcome will be to articulate key ideas through uncovering variables and creating solidarity. This forum will give you a platform for safe, open discussions to reflect and express what we do about the attitude: the explosive bang.

History of ASL and Deaf Culture Film: This is a great opportunity for you to look back at Deaf history through films that include many different prominent people that have made an impact on our ASL and Deaf community since the 19th and 20th centuries. Each section in the film will be shown followed by a live discussion with the audience where your questions and curiosities will be addressed. The film is approx. 45 minutes, with 30 to 40 minutes of dialogue.

The Future of American Sign Language and Its Rise or Demise: When we think about the field of American Sign Language (ASL) and Deaf Studies (DS) in the year 2065, what will it look like? Dating back to Dr. Stokoe’s classification of ASL and Mr. Veditz’s historical ASL preservation efforts, and even further back to when Laurent Clerc came to America, the transfiguration of ASL has been deep and significant. Yet it continues to be one of the most battered languages of our times, even though it has “buckled the downward trend” of foreign languages, as *Chronicles of Higher Education* said. There are countless “band-aid” ASL teachers, money-making ASL instructional websites, untrained ASL teachers, and misleading vlogs. With the premise that each and every individual truly cherishes ASL and Deaf Studies, its beauty, and its concept, this workshop explores why we can no longer sit back and watch the transfiguration. ASL and Deaf Studies teachers must now become a collective authoritative clearinghouse in order to have a tremendous impact on the future of Deaf children, parents, school administrators and even Gallaudet University. During this workshop, ideas will be shared, and after discussion, evolve into action items to bring back to local, state and national organizations for implementation.

Fast Forward: ASL 2026 WH?, Jimmy Beldon

The Future of ASL: Reflect, Celebrate and Dream: Modern Language Association (MLA) has recently released their findings regarding language enrollment at the college level in the United States. It is now official: American Sign Language (ASL) with 109,577 enrolled, has surpassed German as the third most studied language. Spanish leads in first place with enrollment of 790,756 and French in second with enrollment of 197,757. While Raychelle worked with MLA on verifying the data they collected during summer 2014, interesting similarities and differences in data collection and in the reporting of ASL and other languages’ enrollment were discovered. That discovery led to an analysis of the current framework of ASL as a separate content area, separate from Deaf Studies, ASL Linguistics, Deaf History, Deaf Culture, Primary Language (as known as L1) Teaching, and ASL-English and Deaf Interpreting. This discovery then led Raychelle to ask: What does the infrastructure of other successful language teaching organizations such as The American Association of Teachers of Spanish and Portuguese, founded in 1917 and American Association of Teachers of French, established in 1927 look like? What could we learn from them? What are the implications of being the third most studied language in the United States? What is in the future of ASLTA? Raychelle will share exciting possibilities for sign languages, sign language pedagogy and the deaf communities of the world.

Banquet, Award, Entertainment: Ben is delighted to be your MC for this Banquet; you will not be disappointed with his comedic skill and joyful persona. You will watch several different films /performances which will be a great way to wrap up this amazing weekend. This is a great moment for you to remember Minnesota by giving it a special place in your heart. Sit back and enjoy the show!

PRESENTER BIOGRAPHIES



Beckman, Joshua, MA-SLED

Joshua Beckman obtained his Master's Degree in Sign Language Education at Gallaudet University. He obtained his Bachelor of Arts in Deaf Studies from Gallaudet University in 2011 and used work as a research assistant in the university's Department of American Sign Language and Deaf Studies' ASL Linguistic Research Project. Joshua also serves on the National Association of the Deaf Board of Directors, representing deaf and hard-of-hearing youth. He has also produced two published works: "Deaf Schools", a video produced through ASLized.org, and an eBook entitled, *The Night Before Christmas*, which can be found on the Apple iBook store. Both works have generated significant acclaim within the deaf community. Joshua's passion is to contribute to various fields in ASL, which include filming, storytelling, and the advancement of ASL-related technology.

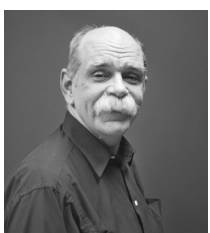


Jimmy Beldon, CDI, MA

Jimmy Beldon, CDI, MA, has been a professional involved in the interpreting field on many levels. Jimmy is the co-owner of Keystone Interpreting Solution, a consulting and interpreter referral business. Additionally, he teaches at the St. Catherine University in the Interpreter Education Program on the St. Paul, Minnesota. Mr. Beldon received his master's degree in Deaf Education with an ASL Specialty from Western Maryland College. He is a nationally renowned interpreter educator. He is a popular presenter requested to travel across the United States giving workshops on a variety of topics. Jimmy has gain prominence as a certified deaf interpreter throughout the court system. He also provides consulting on issues of Deaf culture, communication needs, and working with deaf immigrants and/or refugees. Jimmy served on a national board for interpreters for 8 years and continues to volunteer his time to the National Registry of Interpreters, (RID). Jimmy is currently serving on National Conference of Interpreter Trainer (CIT) board as vice president.

Bronk, Alisha

Alisha has a vision of the world sharing her love of American Sign Language and its benefit for everyone. Her credentials include a Master's in Applied Linguistics from Portland State University and a Bachelor's in Psychology from Gallaudet University. She is a Certified Deaf Interpreter and adjunct professor at Gallaudet. Her teaching experience includes presentations at numerous interpreting and ASL-focused conferences, university ASL and interpreting classrooms, International students and family sign programs. She's served as performer, ASL-consultant, presenter and most of all, visionary, for ASL Tales books/DVDs.



Chauvet, Vincent

Vincent Chauvet hails from a French-speaking village in the sunny province of Alberta. He attended and graduated from Alberta School for the Deaf. He obtained his Masters in Teaching ASL from McDaniel College, Maryland in 1991. Vincent holds SLIC certification (SLIC is the Canadian equivalent of ASLTA's professional certificate.) He has been teaching ASL and Deaf culture since 1983 in various institutions and is very involved with cultural organizations of the Deaf at the provincial and national levels. Currently, he is the president of the Canadian Cultural Society of the Deaf (CCSD), the overseeing body for the Sign Language Instructors of Canada (SLIC).

Cooper, Sheryl, Ph.D.

Sheryl B. Cooper is the Coordinator of the Deaf Studies program at Towson University in Maryland. Her research interests include the academic status of signed language on college campuses, Service-Learning and Civic Engagement in Deaf Studies, and innovative teaching in Deaf Studies.



Cripps, Jody, Ph.D.

Jody H. Cripps. is an Associate Professor in the Department of Audiology, Speech-Language Pathology, & Deaf Studies at Towson University. Currently, Dr. Cripps' research interests include universal design, signed music, signed language pathology, ASL-English literacy, pedagogy, and second language and vocabulary acquisition.

PRESENTER BIOGRAPHIES CONTINUED...

Draganac-Hawk, Melissa

Melissa Draganac-Hawk, a first-generation American of deaf immigrant Peruvian parents, received her master's degree in Linguistics and two bachelor's degrees in Theater Production & Performance and American Sign Language from Gallaudet University. Currently, she is the Director of Early Childhood Education at the Pennsylvania School for the Deaf and an adjunct professor of American Sign Language at the University of Pennsylvania. She has been teaching ASL for 18 years and co-founded the sign language interpreting program at Augustana College in Sioux Falls, SD. Involved in the deaf community, Melissa was the president of the National Council of Hispano Deaf and Hard of Hearing, and was the Executive Director of Deaf Women United. Melissa has been involved with the National Association of the Deaf throughout her life in various capacities and is presently the Vice-President.



Falgier, Brenda

Brenda Falgier earned her MA in Sign Language Education from Gallaudet University, and holds an ASLTA Professional certification since 2007. She has been in the ASL field for over 20 years. A native Deaf and ASL signer, Brenda proudly hails from a Deaf family and Missouri School for the Deaf. Her professional interests include exploring the application of current research in second language and second modality learning and teaching, using technology to develop innovative instructional materials, and preserving the authenticity of ASL.

Fenicle, Ronald

Ronald Fenicle is a lecturer in the Deaf Studies Program in the Department of Audiology, Speech-Language Pathology and Deaf Studies at Towson University. He teaches ASL I through ASL V and recently developed new pedagogy for the ASL V course through the use of the inverted classroom. He also teaches "Introduction to Deaf Studies."



Gray, Larry

Larry Gray is an assistant professor and an ASL & Interpreting program coordinator at Anne Arundel Community College. He is also the lead advisor of the ASL Club and serves on the Diversity Committee. He is a doctoral student at Argosy University. He hopes to complete his studies next year.



Gournaris, Kara, M.A.

Kara Gournaris is a fulltime ASL instructor and is the ASL Studies program coordinator at Western Oregon University. Kara has taught ASL for 10 years in various settings. To increase quality and collaboration between ASL programs, Kara started an ASL advisory committee to address curriculum, transfer students, and quality instruction. The ASL Studies department received a WOU Foundation Grant to study high schools throughout Oregon and make transition between programs smoother for students. Kara is part of a committee working with the Teacher Standards and Practices Commission to establish an ASL teacher license requirement for the state of Oregon.

Hall, Kristine

Kristine was born to a Deaf family and attended California and Maryland Schools for the Deaf. She received her B.A. in Communication Arts at Gallaudet University. Kristine is currently a full-time American Sign Language instructor at Pierce College. Her previous teaching experiences include Language Development of the Deaf at the North Valley Occupational Center, and adjunct ASL instructor at the College of the Canyons and California State University, Northridge. Kristine is in the Teaching ASL Master's Degree Program at Gallaudet, and serving as President of the ASLTA-Los Angeles Chapter. In her spare time, Kristine enjoys cooking and traveling with her family.



Harris, Raychelle

Third generation Deaf and a native ASL signer, Raychelle Harris received her Bachelor's degree in



PRESENTER BIOGRAPHIES CONTINUED...

American Sign Language (ASL) from Gallaudet University and her Masters' degree in Deaf Education from Western Maryland College (now known as McDaniel College) in 1995 and 2000, respectively. Raychelle has been teaching ASL as a second language since 1993, and worked as a K-12 ASL specialist at a Deaf school, teaching Deaf students about their primary language. In 2004, Raychelle returned to Gallaudet University for her doctoral studies in the areas of education and linguistics. She studied ASL discourse in academic settings, specifically an ASL/English bilingual preschool classroom with deaf students, successfully defending her dissertation in 2010. She has been a faculty member at Gallaudet University with the Departments of Interpretation and ASL and Deaf Studies, working with and preparing future interpreters and ASL teachers since 2008.

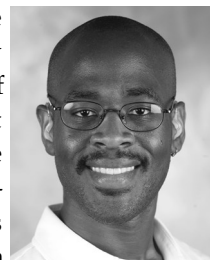


Hile, Amy, Ph.D.

Amy Hile joined the Department of Education as a faculty member at Gallaudet University in August 2006. Originally from Minneapolis, Minnesota Dr. Hile received her B.A. in Communication Arts (now known as Communication Studies) from Gallaudet University in 1991. Dr. Hile taught American Sign Language (ASL) at the University of Minnesota for two years before resume her M.A. studies in Deaf Education with a focus on Elementary Education at McDaniel College. Dr. Hile has taught at the elementary level at the Metro Deaf School (MDS), national's first deaf ASL/English bilingual charter school in Saint Paul, MN from 1993 to 2000. Before coming to Gallaudet, Dr. Hile worked as the ASL Specialist at the New Mexico School for the Deaf in Santa Fe for two years. Dr. Hile received her Ph.D. from the University of Colorado at Boulder. Her current research center around the areas of ASL Development/Acquisition; K-12 ASL/English bilingual education; and ASL Curriculum and Instruction for K-12 Deaf students.

Hill, Joseph

Joseph C. Hill is an assistant professor in the department of Specialized Education Services at the University of North Carolina at Greensboro. He was born and raised in Cincinnati, OH with the family of deaf and hard-of-hearing siblings and a hard-of-hearing mother. After earning his Bachelor of Science degree in Systems Analysis from Miami University in Oxford, Ohio in 2001, he enrolled at Gallaudet University in the following fall for the master's program in ASL linguistics. In May 2011, he earned his doctorate degree in linguistics from Gallaudet University. His areas of interest in socio-historical and -linguistic aspects of African-American variety of American Sign Language and attitudes toward signing varieties in the American Deaf community. He is one of the co-authors of *The Hidden Treasure of Black ASL: Its History and Structure* (2011) and a sole author of *Language Attitudes in the American Deaf Community* (2012).



Hoffman, Dan, Ed.D

Dr. Dan Hoffman has been immersed in the Deaf culture and has used American Sign Language all his life. He attended various school settings and experienced a multitude of languages and communication approaches including Oral, Total Communication, and ASL and bimodal bilingual. After 14 years working for the United States Postal Service, he changed his career because he found that passions lie with teaching, tutoring, presenting and interpreting. This led him to enroll in Gallaudet University where he obtained his degree in Communication Studies; then, he obtained a master's degree and Ed.D. Doctorate in Deaf Studies/Deaf Education at Lamar University in Beaumont, Texas. He teaches ASL/Deaf Studies at Utah Valley University and is an ASL Coordinator. He is married and has two grown daughters, stepson, and two grandchildren.

Ivy, Tracy

As an instructor in both the secondary and post-secondary level, Tracy Ivy is deeply committed to using the classroom environment to promote inquiries, critical thinking, and to inspire a love for learning of American Sign Language through multimedia. Tracy Ivy has a passion using various forms of interactive media to help foster and amplify the learning process. Tracy's mission as an educator is finding different and efficient ways to engage students in 21st Century learning through technologies while acquiring American Sign Language. Tracy Ivy received both BA and Master degrees from National Technical Institute for the Deaf at Rochester Institute of Technology, Rochester,



PRESENTER BIOGRAPHIES CONTINUED...

New York.



Jarashow, Ben

Ben Jarashow, a California native, graduated from Gallaudet University in 2004 with a Bachelor's degree in Deaf Studies and Master's degree in Deaf Studies: Cultural Studies in 2006. His Master's thesis focused on developing criteria for a better quality of ABC storytelling. At the moment, he is pursuing his Ph.D. in the Media and Communication program at the European Graduate School. He teaches at Utah Valley University with the ASL & Deaf Studies program in the department of Languages and Cultures. Ben lives in Provo, Utah with his wife, Kat, their son, Boone.

Jeter-Lorello, Camille

Camille Jeter-Lorello is member of ASLTA, Camille holds MA in Sign Language Education and BA in Theatre Arts and ASL from Gallaudet University, 2014. She has more than 30 years experience in theatre, most of which were spent with the National Theatre of the Deaf. Camille toured with Broadway National production of the Tony award winning play, "Children of a Lesser God" in 1980. She has had many titles and roles to her credit as an Actor, Artistic Director, Director of NTD's Professional School, Education and Outreach Director and Master ASL Storyteller. She has presented and conducted countless national and international workshops focusing on the theatre arts, interpreting, storytelling techniques and American Sign Language. She currently employs at Michigan School for the Deaf as ASL Program Specialist.

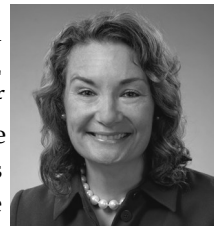


Kovacs-Houlihan, Marika

Marika Kovacs-Houlihan, M.Ed., is a professor of American Sign Language (ASL) and Coordinator for the ASL Studies Program at the University of Wisconsin, Milwaukee. She is a fourth generation member of a Deaf family. Her deep-seated roots in the Deaf Community connect her classroom instruction to the real world and students enjoy the authenticity her teaching provides. Her other valuable attributes are her theatrical experience and her passion in ASL Literature. Marika teaches ASL specialized courses (ASL Linguistics, ASL Literature, Depiction, and Semantics) at University of Wisconsin-Milwaukee. Marika received a Bachelor of Arts Degree in Marketing from Rochester Institute of Technology in New York, and a Master's degree in Adult Education and Leadership from the University of Wisconsin-Milwaukee. Also, her life fills with wonderful family of six, her husband, Dan, and four children (Zane, Riley, Ainsley and Caden).

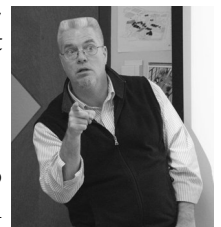
Kurz, Kim, Ph.D.

Kim B. Kurz is the Chairperson of the ASL & Interpreter Education department at the National Technical Institute for the Deaf at RIT. Her areas of expertise include ASL pedagogical approaches, ASL national standards and learning outcomes. She is co-author of the *American Sign Language and Deaf Culture* series and is primary author of *Learning Outcomes for American Sign Language Skills: Levels 1-4*. She was a consultant for "Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in K-12th Grade Settings" project by the New York State Department of Education. She serves on the American Sign Language Standards National Committee.



Lewis, Ben

Ben is a native Californian, born and raised in the San Francisco Bay Area. He is also known for being a world traveler which will allow him to share many stories for this workshop related to the sign language teaching field. He completed his BA and MA at Gallaudet University in Communication Studies and Sign Language Teaching Education. He is currently a proud Bruin, teaching in the ASL program at UCLA. You can learn more about him at www.aslben.com.



Martin, David

David A Martin was born in Philadelphia, Pennsylvania. When David was five, his family moved to Frederick so David could attend the Maryland School for the Deaf (MSD). While growing up David

PRESENTER BIOGRAPHIES CONTINUED...

taught family, friends and neighbors American Sign Language. While at MSD, David participated in all extracurricular activities. After graduating from MSD, he went to Gallaudet University. At Gallaudet, David continued to participate in many clubs, activities and theatre. After receiving his bachelor's degree in Psychology, David worked as Admissions Counselor/Recruiter for Gallaudet for two years. In 1993, David got his first classroom teaching job at the Texas School for the Deaf. Then from 1994-2000, he taught at his alma mater. Between 2000-2005, David taught ASL for the first time as a full time instructional staff at McDaniel College. Along with Dr. Eddy Laird, David helped with the resurrection of Frederick ASLTA Chapter. He attended his first National ASLTA Conference in DC in 2002. In the fall of 2005, David became the new Program Manager and Professor of ASL Studies at Frederick Community College. David continues to be active in MDASLTA. He has presented several workshops at some of the ASLTA and MDASLTA conferences. David currently resides in Frederick with his wife Deborah, 4 children Isaac 21, Isabella 19, Iris 16, and Iana, 13. In his spare time, David enjoys making ASL Vlogs, Social Media, Director of Artistic Sign Language for both Kennedy Center for performing Arts and Shakespeare Theatre Company in Washington, DC. David has leadership role in his local Deaf Church and is the president of the Maryland School for the Deaf Board of Trustees.



Martin, Julie

Julie Martin is currently Department Head for Vancouver Community College's ASL & Deaf Studies program in Vancouver, British Columbia. She has been teaching ASL to hearing adults for 20 years at VCC. Julie has given courses and workshops related to ASL, the linguistics of ASL and ASL Literature in the Deaf community since 1997. She is the current Training & Evaluation director for the Canadian Cultural Society of the Deaf (CCSD), heading the ASL Instructors of Canada certification committee. Julie is a leader in the ASLPI Training Program in Canada. She received her MA in Sign Language Education from Gallaudet University and also holds her SLIC (Sign Language Instructor of Canada) certification.

Moers, Pamela

Pamela Wright Moers is currently a student at the University of Colorado, Boulder studying linguistics, language processing, and language acquisition. She has been interested in languages and studying languages since the age of 15, when she met Clayton Valli and was introduced to linguistics for the first time. She has worked in a variety of fields, all related in some way to language. She has participated in professional theater and worked as an English teacher for nine years. She started teaching ASL at a young age and has been teaching in one way or another since then. Pamela currently lives in Colorado where she has worked with the Colorado Public Defender's office as a language consultant evaluating interviews with Deaf inmates, worked as an adjunct faculty at a community college, and also works with pepnet2, supporting service providers.



Padden, Carol

Carol Padden has been on the faculty in the Department of Communication since 1983, when she earned her Ph.D. from the university's Department of Linguistics. Padden, who holds the Sanford I. Berman Chair in Language and Human Communication, is an affiliate member of the Center for Research in Language, and the Human Development Program. She served as associate dean and faculty equity advisor in the Division of Social Sciences from 2008 to 2013. In 2014, she was tapped to be the Dean in the Division of Social Sciences. As dean, Padden leads a dynamic and highly ranked academic division spanning 10 academic departments and 6 interdisciplinary programs. Padden's main areas of research are language emergence, sign language structure, and cultural life in deaf communities. She plays a central role in promoting research on sign languages and in communicating about the diversity of sign languages around the world.

Parker, Jessica

Jessica Parker has been teaching ASL for 15 years at all levels. She started in Dallas, Texas establishing a full program there, but then took on a new adventure in Anchorage, Alaska, teaching ASL to hearing and Deaf students at East High School and the Alaska State School for the Deaf and Hard of Hearing. Jessica is passionate about ASL education and actively involved in the thriving Alaska Deaf community. She takes pride in successfully fighting for ASL recognition among universities and state boards of education. She loves the Alaskan outdoors and takes every opportunity she can with her



PRESENTER BIOGRAPHIES CONTINUED...

husband and three children to go camping and fishing.

Puden-Smith, Kim

Kim Pudans-Smith, ASL Program Coordinator at Gallaudet University, has been teaching ASL for more than 17 years at various universities and colleges in the Maryland, Delaware and DC area. Kim also gives presentations and trainings at various conferences, workshops, and centers on teaching ASL. Kim is an alumnus of Gallaudet University and McDaniel College. While Kim runs the ASL Program, she also pursues her research interests: focusing on designing ASL curriculum online, studying American Deaf culture, the structure of American Sign Language, and intercultural communication.

Rankin, Miako, Ph.D., CI/CT

Miako Rankin is an associate professor in the Department of Linguistics at Gallaudet University, where she teaches courses at the undergraduate, MA, and Ph.D. levels. Her specialization is in applied linguistics and engaged research – incorporating the knowledge, approaches, and understandings gleaned from linguistic research of ASL directly into language teaching, curriculum development, language assessment, interpretation, and interpreting pedagogy. Miako was introduced to the Deaf Community and learned ASL in Colorado Springs, where she worked as a dorm supervisor at the Colorado School for the Deaf and the Blind and completed an Interpreter Training Program. She has been interpreting professionally for almost 15 years, working primarily as an independent contractor and specializing in advanced educational, government, business, religious, and performing arts settings.



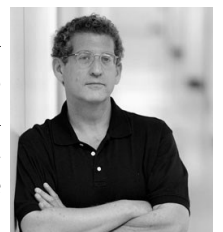
Riker, Tim, M.A., ASLTA Provisional, CDI, CLIP-R

Tim Riker is a faculty at Brown University, where he teaches ASL and Deaf Studies. He earned his B.S. in Business Administration from Georgetown University and M.A. in Sign Language Education from Gallaudet University. As a Deaf person and native signer of American Sign Language, Tim brings with him experience working as a sign language educator, advocate, Certified Deaf Interpreter (CDI), mentor, and presenter. He presents on various topics related to ASL, Deaf Culture, and interpreting. Tim serves on the board of Deafhood Foundation and is a commissioner of the RI Commission on the Deaf and Hard of Hearing.



Rosen, Russell, Ph.D.

Russell Scott Rosen is currently the Coordinator of the Program in American Sign Language at the City University of New York College of Staten Island. He received his BA degree in Anthropology from the University of Chicago and Ph.D. in Education from Columbia University. Publications and research interests are in the anthropology and history of deaf people and their community and culture, psycholinguistics, linguistics, and applied linguistics of American Sign Language, and second language acquisition, instruction, curriculum, and assessment, and the philosophy of disability.



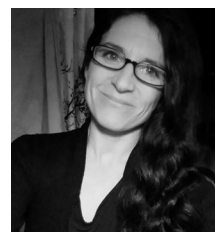
Rowley, Amy June

Amy June Rowley has a BA from Gallaudet University in Biology and a MA in Deaf Education from McDaniel College along with a certification as an ASL Specialist. Her PhD is from University of Wisconsin- Milwaukee in Urban Education and Second Language Education. Her dissertation focused on American Sign Language Advanced Studies Programs: Implementation Procedures and Identifying Empowering Practices. She is currently the coordinator of the ASL Studies Program at California State University East Bay where she is an associate professor. Her research interests are related to systemic manufacturing of language oppression. Amy June and her husband, Jeff Mosher have three children, Janeva- 13, Reza- 12 and Tavey- 8. Janeva and Reza attend California School for the Deaf in Fremont and Tavey is a proud KODA at his school where Amy June teaches ASL in her spare time.



Thibodeau, Regan, M.A., CDI, NYCST:ASL, ASLTA Professional, CLIP-R

Regan Thibodeau has been teaching ASL and working in the field of interpreting since 1998. She earned her BA in the Linguistics of ASL and Interpreting from then followed with a MA in Teaching



PRESENTER BIOGRAPHIES CONCLUDED

ASL as a Second Language. Previously, Regan, for the 8 years after graduation, worked full-time as a classroom interpreter, taught ASL to K-12 grade deaf students, and occasionally instructed at a local university, University of Southern Maine, where she is now an interim full-time faculty for the ASL program, overseeing the curriculum and its teachers. In the past year, Regan launched a Facebook page "ASL Flash" which has captured a reputation for metalinguistics in the mission to say what we mean and to honor ASL. Regan was invited to present as ASL Flash for the MA-SLED program in 2014 and looks forward to more live interactions with interested participants.



Thumann, Mary, Ph.D., CSC

Mary Thumann, PhD, CSC, Associate Professor in the Department of Linguistics at Gallaudet University has been a nationally certified interpreter for almost 30 years. Prior to teaching in the Linguistics Department, she taught in the Department of Interpretation for 7 years and worked as a staff interpreter at Gallaudet for 8 years. Mary has presented workshops at the national level (RID, ASLTA, CIT), at regional and local levels, and has published two articles related to identifying depiction. Presentation topics include Teaching Students to Identify and Use Depiction; Depiction and Proficiency in ASL, and interpreting workshops for Codas.

Warren, John

John Warren graduated from Saskatchewan School for the Deaf in 1978. He has been employed for 24 years as an Instructional Assistant and Media Technician in the Department of ASL and Deaf Studies at Vancouver Community College where he is responsible for Lab activities and media production. John also teaches ASL at University of British Columbia and other educational institutes on a contract basis. He received his Instructor Diploma from the Provincial Instructor Diploma in 2011. John annually presents comprehension skill workshops for various groups such as Special Education Assistants and Aboriginal parents of Deaf Children. He has been an active member in the Deaf community for 30+ years.



Williams, Felicia

Felicia Williams earned her bachelor's degree in American Sign Language with minors in Deaf Studies & Linguistics from Gallaudet University. After completing her bachelor's degree, she continued to specialize in Masters of Arts in Sign Language Teaching (known as Master of Arts in Sign Language Education). She currently works in ASL/Deaf Studies Department at Gallaudet University as Non-Tenure Faculty. Her role is to teach her students of how to develop academic composition of ASL. Her passion is to pursue doctorate in educational field relating to classroom diversity with intersectionality.



Wills, Tom

Tom Wills is a full time ASL teacher at Southridge High School in Beaverton, Oregon a suburb of Portland. He has taught full time ASL for 20 years at the high school level and has 10 years of part time teaching experience at Portland Community College. Tom is the current President of OR-ASLTA. He has been certified through ASLTA since 1999 and has been certified at the Professional level for nine years. Tom currently serves on a committee working with the Teachers Standards and Practices Commission to improve the certification standards of ASL teachers in the state of Oregon.

Zapko, Nic

Born Deaf, and raised in a family of Deaf and hearing people, Nic Zapko grew up in an environment of tolerance, acceptance and understanding. But after the death of her mother, when Nic was still a young teenager, her family fell apart and became estranged from each other. Nic herself fell into a cycle of poverty, neglect and isolation. But a chance encounter with a theater company gives her renewed hope and an opportunity to build a new family. Told with humor and compassion, A LOOK IN THE MIRROR is a hard-hitting true story of loss, despair and redemption. Performed in ASL with live voiced interpretation in English.



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delivered master's degree with required onsite summer sessions which prepares instructors to teach American Sign Language (ASL) in a number of settings including secondary and post-secondary settings. The focus of this program is on pedagogical coursework as applicable to teaching ASL as a foreign or as a modern language, not learning or mastering ASL.

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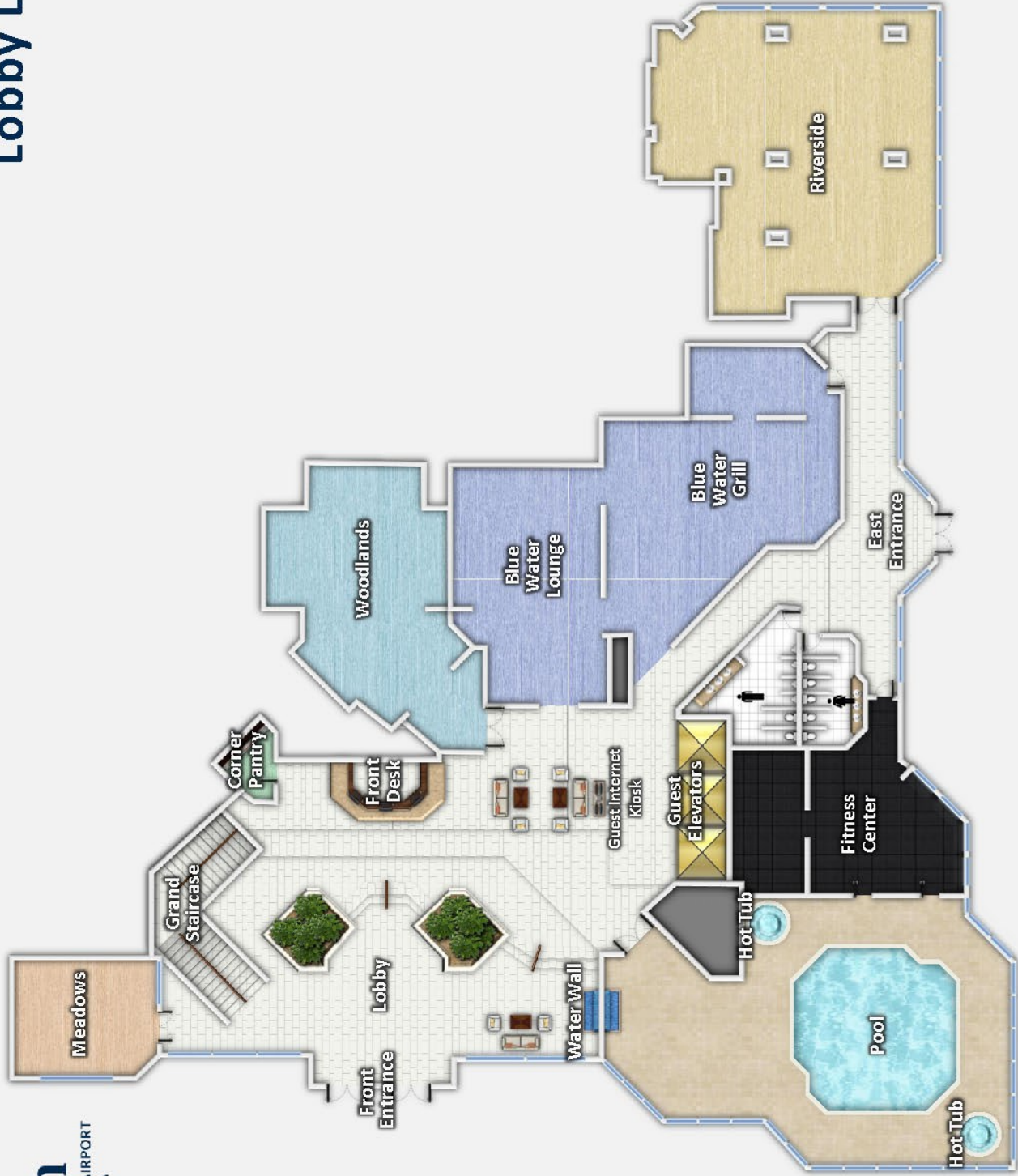
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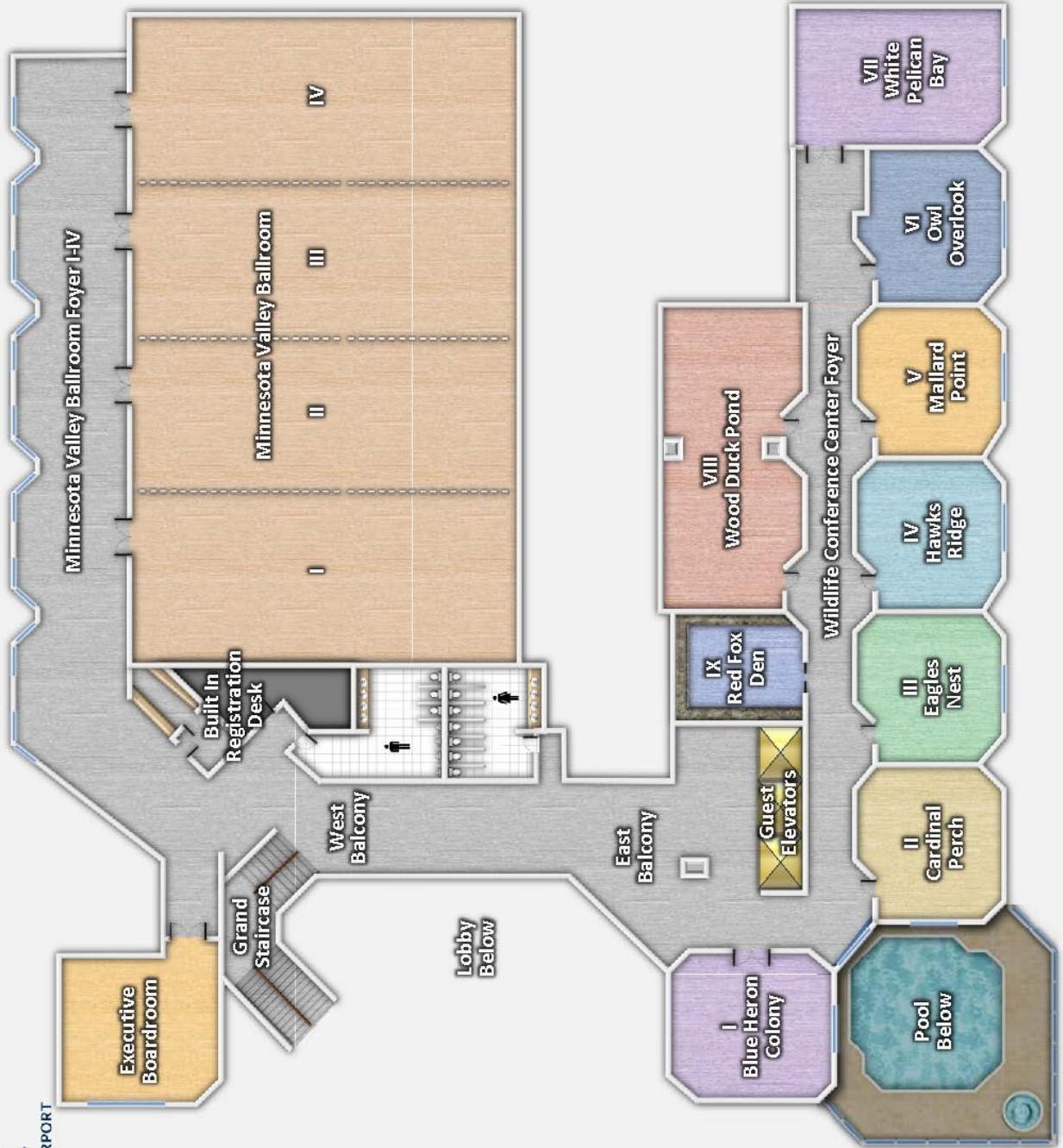
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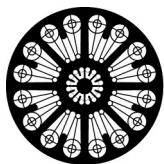
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Pauline M. Ballentine, M.A.
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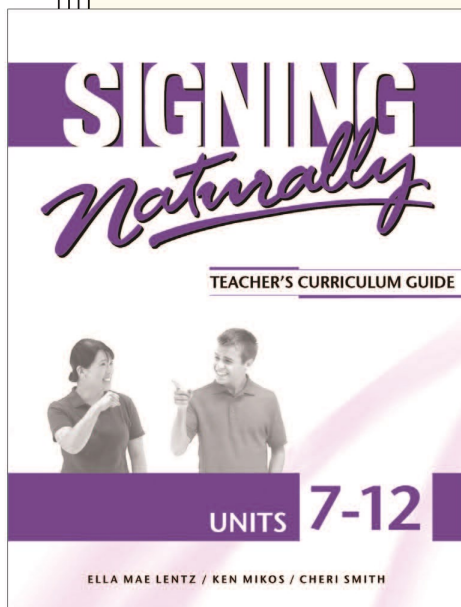


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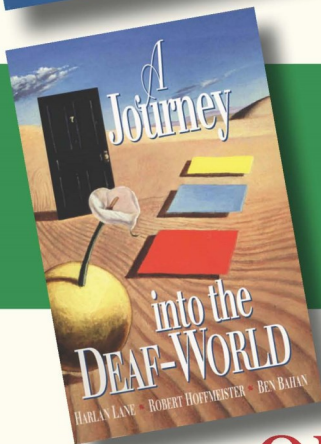
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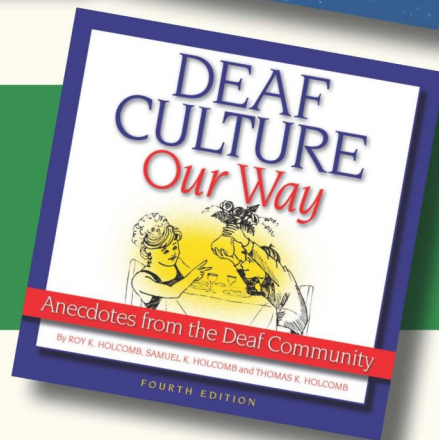
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